

**MOTIVATION TOWARD ENGLISH LANGUAGE LEARNING OF
SMAN 3 BATU AND SMKN 1 BATU STUDENTS**

THESIS

In Partial Fulfillment of the Requirements for Master
Degree of English Language Education



Proposed by:

**DIYAH APRITA SASI
201510560211021**

**DIRECTORATE OF POSTGRADUATE PROGRAM
UNIVERSITY OF MUHAMMADIYAH MALANG
October 2018**

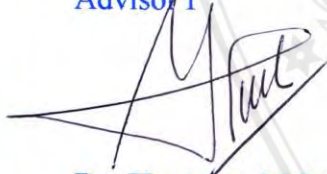
MOTIVATION TOWARD ENGLISH LANGUAGE LEARNING OF SMAN 3 BATU AND SMKN 1 BATU STUDENTS

Proposed by:

DIYAH APRITA SASI
201510560211021

Has been accepted on
Friday, 26th October 2018

Advisor I



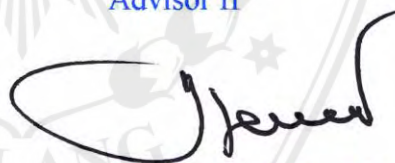
Dr. Hartono, M.Pd

Director of Directorate of
Postgraduate Program



Kusnul In'am, Ph.D

Advisor II



Dr. Masduki, M.Pd

Head of Program Study
Master of English Language
Education



Dr. Hartono, M.Pd

THESIS

Written by:

DIYAH APRITA SASI

201510560211021

Has been examined in front of examiners
on Thursday, **26th October 2018** and decided that
it has fulfilled the requirements to get
Master Degree of English Language Education
in Postgraduate Program of University of Muhammadiyah Malang

THE EXAMINERS

Chief : Dr. Hartono, M.Pd

Secretary : Dr. Masduki, M.Pd

1st Examiner : Bayu Hendro Wicaksono, M.Ed, Ph.D

2nd Examiner : Dr. Sri Hartiningsih, M.M

LETTER OF STATEMENT

I, the undersigned:

Name : **DIYAH APRITA SASI**
NIM : **201510560211021**
Study Program : **Master of English Language Education**

Hereby, declare that:

1. The thesis entitled: **MOTIVATION TOWARD ENGLISH LANGUAGE LEARNING OF SMAN 3 BATU AND SMKN 1 BATU STUDENTS** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.
2. If this thesis is proven as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by the prevailing law.
3. This thesis can be used for literature review which can be accessed by others freely (**NON-EXCLUSIVE ROYALTY**).

Thus, this statement is made truthfully to be used as appropriate.

Malang, 26th October 2018

The Researcher,

DIYAH APRITA SASI



ACKNOWLEDGEMENTS

Alhamdulillahirobbil'alamin, first and foremost, the endless gratitude to Allah SWT, the most merciful and generous, for every blessing and love, so the researcher could finish the thesis.

The researcher would like to express the sincere gratitude and appreciation to Dr. Hartono, M.Pd as the advisor and Dr. Masduki, M.Pd as the co-advisor for the continuous support, guidance, patience, and motivation in the process of writing the thesis. It was a great honor to work under their guidance.

The greatest gratitude was also addressed to her parents, Ayahanda Siswadi and Ibunda Puji Martining Yati, also her sisters Shinta Widiasari and Widya Dorestyawati for their affection, prayer, and motivation in completing her Master Degree. Last but not least, many thanks dedicated to beloved classmates that cannot be mentioned one by one who always support and help the researcher during the period of study.

Malang, 26 October 2018

The researcher,

Diyah Aprita Sasi

TABLE OF CONTENTS

Letter of Statements	iii
Acknowledgement	iv
Table of Contents	v
List of Tables	vi
List of Appendices	vii
Abstract	viii
Abstrak	ix
Background of the study	1
Review of related literature	5
Learning English in Secondary School.....	5
Motivation.....	5
Types of Motivation.....	7
Factors Affecting Motivation in Learning English.....	9
Research Method.....	13
Research design	13
Setting and Subject of the Research.....	14
Research Instrument.....	14
Data and data source.....	15
Data collection	15
Data analysis	16
Finding and Discussion	17
Findings	17
The Students' Motivation of SMAN 3 Batu in Learning English	17
The Students' Motivation of SMKN 1 Batu in Learning English.....	18
Factors affecting the Students' Motivation in Learning English.....	20
Discussion	26
Conclusion and Suggestion	30
Conclusion	30
Suggestion	30
References	32
Appendices.....	37

LIST OF TABLES

Table 1.	The Students' Agreement for Instrumental Motivation and Integrative Motivation Items of SMAN 3 Batu.....	18
Table 2.	The Students' Agreement for Instrumental Motivation and Integrative Motivation Items of SMKN 1 Batu.....	20



LIST OF APPENDICES

Appendix 1.	Interview guide	37
Appendix 2.	Transcript of Interview of SMAN 3 Batu Students.....	38
Appendix 3.	Transcript of Interview of SMKN 1 Batu Students.....	39



MOTIVATION TOWARD ENGLISH LANGUAGE LEARNING OF SMAN 3 BATU AND SMKN 1 BATU STUDENTS

Diyah Aprita Sasi
University of Muhammadiyah Malang
apristasasi@gmail.com

Abstract. This research aimed to investigate the motivation of the students of SMAN 3 Batu and SMKN 1 Batu and the factors that affected the students' motivation in learning English. This research used descriptive qualitative design by applying in-depth interview and involves 10 students of SMAN 3 Batu and 10 students of SMKN 1 Batu as the subject of the research. The result showed that the instrumental motivation of the SMAN 3 Batu and SMKN 1 Batu students were more dominant rather than the integrative motivation since most of the reasons in learning English was to the practical benefit. They were supporting future career as hotel worker, pilot, or communication department worker, supporting higher education level especially for them who wanted to continue the study in abroad, and achieving higher score in English subject. In terms of the factors that influence the students' motivation, both the internal factors (goal setting, expectancy, anxiety, self-confidence, and self-efficacy) and external factors (the teacher, material and activities, relevance, feedback, and classroom environment) were play a significant role because it contribute in growing up the students' enthusiast in learning. This research also found that amusement also effected the students' motivation in learning English since it potentially developed the students' enthusiasts to learn English seriously.

Key words: *learning motivation, instrumental motivation, integrative motivation.*

MOTIVASI BELAJAR BAHASA INGGRIS PADA SISWA SMAN 3 BATU AND SMKN 1 BATU

Diyah Aprita Sasi
Universitas Muhammadiyah Malang
apristasasi@gmail.com

Abstrak. Penelitian ini bertujuan untuk menginvestigasi motivasi belajar Bahasa Inggris pada siswa SMAN 3 Batu dan SMKN 1 Batu dan mengetahui faktor-faktor yang mempengaruhinya. Penelitian ini merupakan penelitian deskriptif kualitatif dengan mengaplikasikan wawancara mendalam kepada 10 siswa SMAN 3 Batu dan 10 siswa SMKN 1 Batu sebagai subjek. Hasilnya menunjukkan bahwa motivasi instrumental lebih dominan dari pada motivasi integratif karena alasan utama siswa belajar Bahasa Inggris adalah untuk mendapatkan keuntungan secara praktis, yaitu untuk mendukung karier di masa depan sebagai pekerja hotel, pilot, atau di department komunikasi; mendukung tingkat pendidikan yang lebih tinggi terutama pada siswa yang ingin melanjutkan studi keluar negeri; dan untuk mendapatkan nilai tinggi pada mata pelajaran Bahasa Inggris. Mengenai factor yang mempengaruhi motivasi siswa dalam belajar Bahasa Inggris, baik factor internal dan eksternal memegang peranan penting karena hal itu berkontribusi langsung terhadap perkembangan motivasi siswa dalam belajar. Penelitian ini juga menemukan bahwa kegemaran siswa juga berpengaruh karena hal itu berpotensi menumbuhkan rasa antusias siswa terhadap pembelajaran Bahasa Inggris.

Kata kunci: *motivasi belajar, motivasi instrumental, motivasi integratif.*

BACKGROUND OF THE STUDY

Learning English is very important for the students of SHS and VHS. Since the use of English is in high demand in this era, school needs to give a good English ability to both SHS and VHS students. It is supported by Wati (2011) who says that Indonesia concerns on creating students to have good English knowledge and skill to face globalization. To bring it into reality, it cannot be denied that both students of SHS and VHS play a significant role. Therefore, it is noteworthy that learning English for SHS and VHS is very crucial.

Referring to *Peraturan Menteri Pendidikan dan Kebudayaan Nomor 69 Tahun 2013* and *Peraturan Menteri Pendidikan dan Kebudayaan Nomor 70 Tahun 2013*, English is included in group A as a compulsory subject at both SHS and VHS. The purpose is to help the students to be able to communicate in spoken and written forms. Based on the core competence and basic competence of the curriculum, English aims to develop the students' ability in understanding, applying the knowledge learnt and put it into practice. It can generally be stated that the purpose of learning English in SHS and VHS is similar, that is to give competence to the students in order to develop their talent.

More specifically, however, learning English in SHS and VHS is different based on the purpose toward their students after graduation. According to Mardiyati and Yuniawati (2015), SHS students are expected to continue their study in higher level or university, while VHS students are hoped to develop the ability and skill toward certain subjects to prepare them in facing working life. Further, Surjono and Susila (2013) stated that learning English in VHS helps the students master the knowledge and skills which are used to support the competence in accordance with the study program. In this case, the students' different orientations after graduating from the school guide the need of learning English. Therefore, learning English in SHS and VHS can be different based on the specific goal.

Another difference of learning English in SHS and VHS is the material. SHS emphasizes to develop the knowledge of English theoretically. According to Syahputra (2014), learning English in SHS aims to provide the students with a good English ability to develop their competence of communication in spoken and written forms. English in SHS is general that cover all language skills (reading,

writing, listening, speaking), and language components (grammar, vocabulary, pronunciation). On the other hand, the English materials that are learnt in VHS should be based on the result of the students' need analysis (Kusni and Refnal, 2014). It means that English that is taught in VHS should fulfill the requirement that is appropriate with the students' necessity. In sum, it can be concluded that the SHS and VHS provide the students with different materials to learn.

There are some problems which emerge in learning English both at SHS and VHS. Sumarina, Dantes, and Sunu (2015) found that the students have low ability in writing which is shown by the limited writing product that is published in school magazine or the other. Whereas, writing ability is important relates to many aspects in working activity. The cause is that the students are less interested in writing activity. Therefore, making an interesting learning activity is very important in order to attract the students' attention toward the learning.

Communication also becomes a problem for the students in learning English. Surjono et al. (2013) and Akbari (2015) explained that the students cannot communicate well using English although English has been learnt since primary school level. It can be said that the duration of the students in learning English does not guarantee that the students are able to speak or communicate using English in the real situation. It is due to the fact that English is only learnt in the school and the students do not practice it in everyday life. In this case, the problem of the students in learning English are concerned with the limited exposure of English.

Besides, the awareness of the students about the importance of English is low. Based on Ratnadewi (2009), the students assume that English is not necessary to get a job. It means that the difficulty faced by the students is influenced by the lack of understanding about the importance of English. This makes the students have low motivation in learning English.

The main point of the arising problems is because the students do not have enough motivation in learning English. It is supported by Sarani and Ahmadi (2013) who explain that the teachers face difficulty in teaching VHS students because they have lack of motivation and show negative attitude toward English. Thus, it is difficult to engage the students into learning since they do not have the

desire intrinsically from inside their heart toward English. In this case, showing the students about the important of motivation is needed to build up the spirit of the students in learning English.

Related to those problems, there are some solutions that are proposed by some previous researches. Yuniarti (2004) suggests English teachers to have professional competence in order to do learning communicatively. In other words, professional competence of the teachers support the learning English to be more attractive between the teacher and the students. Creating creative activity in learning English is very important since it can arouse the students' curiosity in learning.

The teaching and learning activity also influences the willingness of the students to communicate during learning English. Zang (2008) explores new English teaching mode of Induction-Interaction Learning Community (IILC) which is assumed as an effective teaching mode since it is proven that teaching efficiency is obviously improved. The degree of the students' participation is fairly high in which it is good to increase the students and the teacher interaction during the learning. This teaching mode can be proposed to increase the communication ability of the students in which it can give exposure to the students to use English more often. Besides, practicing English in everyday life is much recommended seeing that the more practice, the better the communication ability of the students.

Many students assume that English is not important for the future career. On the contrary, Muftah and Galea (2013) explain that teachers are very aware about the need of mastering English to support the future career of the students rather than just fulfill the academic examination. Thus, showing the students about the benefit of learning English is needed in order to build the awareness of the students about the importance of English.

Research finding by Vibulphol (2016) explains that teachers should realize the students' motivation in order to apply some strategies to support the students' motivation in learning English. By knowing the students' motivation, the teachers can decide the appropriate way in teaching English which can attract the students' interest. Long, Ming, and Chen (2013) argue that teachers can give

encouragement to the students since it is very important to help the students be more motivated in setting the goal of learning. It will also influence the students to be more concern on improving the learning. In sum, teachers also play an important role to manage and facilitate the students in order to solve their problems in learning English.

Motivation plays an essential role in learning English at SHS and VHS. Awan, Noureen, and Naz (2011) state that there is a strong relationship between learning and motivation which show whether the students pass or fail in learning English. The students who have higher motivation will achieve long term success rather than that of lower motivation. Therefore, it is very important for the students to be able to manage their interest in learning English in order to help them in achieving the goal.

The position of motivation cannot be overridden in the context of language learning. It is supported by Ul-Hasan (2014) who explains that “motivation is a vital factor in second language instruction”. It means that motivation helps the students such as control their support during the process of learning English. It is considered as an important aspect in which it leads the students to keep on the learning. It can be concluded that motivation is a significant component for the students since it contributes the students’ success in learning English.

These phenomena lead the writer to conduct this study by finding out the motivation of the students in SHS and VHS that will be held in SMAN 3 Batu and SMKN 1 Batu. Based on the result of preliminary study, there were some problems arouse related to the learning English. Most of the students in SMAN 3 Batu did not pay attention when the teacher explained the material. The same problem also happened to the students of SMKN 1 Batu. They enjoyed having a chat with their friends and made the condition of the class was crowded. In addition, the students were very passive if the teacher did not have initiative to ask. Therefore, the interaction between the teacher and the students was rarely happened. This information led the researcher to do the research in order to answer the following questions:

1. What is the students’ motivation of SMAN 3 Batu in learning English?
2. What is the students’ motivation of SMKN 1 Batu in learning English?

3. What factors influence the students' learning motivation of SMAN 3 Batu and SMKN 1 Batu in learning English?

REVIEW OF RELATED LITERATURE

Learning English in Secondary School

Secondary school level is a formal education that is organized by Ministry of Education as the continuation of primary school (*Peraturan Pemerintah no. 66 tahun 2010*). Secondary school level is divided into Junior High School and Senior High School. In both Junior and Senior High School, learning English aims to develop the ability of the students in spoken and written English in order to prepare them in continuing the higher education level.

English is very important to be learnt in school. It cannot be denied that English needs to be mastered in order to support the students in facing globalization. The students that have a good ability in English usually are identified as the successful students after graduating from the school. It is because having good English ability facilitates the students to be able to obtain the better achievement and easy to be accepted in any kind of occupation, for instance being accepted in University entrance or getting a better job. It is supported by Mahu (2012), who says that mastering English is an incredible asset for future career. It can be said that by understanding English, people will be assisted in terms of communication and interaction. Thus, the position of English cannot be underestimated in order to create the success of the students after graduating from the secondary school level.

Motivation

Motivation is assumed as an encouragement that influences the action of someone in learning. It is supported by Zaman (2015) who explains that motivation directly influences someone's behavior that leads him or her to do something to achieve a certain purpose. It means that motivation in learning support the students to maximize their effort to attain the aim. Motivation is needed since it controls the students' behavior which helps them in maintaining their learning to achieve the goal.

Related to the behavior, motivation controls the students' thoughts to consider why they need to do something, how hard they pursue it, and how long they are willing to sustain the activity (Zhao, 2012). It means that motivation build up the students' behavior in order to manage their commitment during the process of learning. The same explanation is also stated by Al Othman and Shuqair (2013) "Motivated learners are enthusiastic, eager to work hard, concentrate on the task given, do not require constant encouragement, willingly confront challenges, and could even motivate others, facilitate collaborative learning." It means that the learners with high level of motivation endeavor to enjoy and take part in the process of learning. They can even give positive influence on the others to be more motivated in learning English. It can be concluded that motivation makes the students excited in learning and do the learning effectively.

Motivation is a factor that gives an effect on how the students keep paying attention in learning language continuously. Lasagabaster (2011) argues that motivation is a primary aspect in which it is an individual variable that influences the students to keep on eye in learning language. Simply, it can be said that motivation makes the students engage more intense and enjoy the learning process. In sum, motivation will facilitate the students with a lot of exposure in learning English.

It will be better for the students who want to succeed in learning English to be able to manage their motivation. It is supported by Fasold (2006) who stated that motivation assists the students to accomplish the proficiency level that is set as the goal. Simply, it means that motivation is the indication to know how the learners will achieve the goal. Further, Vanpatten and Benati (2010) explain that motivation is the degree of wanting to learn which conveys the significant correlation with the level of language mastery that is acquired by the learners. Thus, motivation takes an essential part on the students' success in language learning.

Some research that has been conducted in the field of language learning motivation also found some facts about the relationship between motivation and achievement. Research finding by Kitjaroonchai (2012) and Sikhawari (2014)

convey that the students with high academic achievement have a higher level of motivation in learning English. Therefore, motivation cannot be overridden for the students who have a goal toward learning English. Feng, Fan, and Yan (2013) also found that one of the factors that affecting learning achievements of EFL is motivation. It means that motivation becomes a vital factor that influences the learning achievement of the students.

Types of Motivation

In language learning motivation, a well-known framework Gardner and Lambert divides motivation into two types, integrative and instrumental motivation. As Ribas (2009) statement, this concept is the most important concepts in language learning motivation field and influential for about thirty decades that support the language motivation research. Moreover, Ribas (2009) also comments that this concept has developed over the years as part of globalization and has many positive reviews in determining the learners' motivation. It means that this model is a good framework to identify and describe the learners' motivation in learning English.

1. Integrative Motivation

Integrative motivation in learning English is a motivation that leads the students to start the learning independently. They are able to obtain the knowledge not only from the school environment but also from outside the school spontaneously. It is because the students with integrative motivation have an attention toward the people who speak the target language.

Learners with integrative motivation have certain expectation toward learning English. The argument from Sarani et al. (2013) explain that integrative motivation in learning English works and becomes necessity for the learners to be able to shape an interaction with the society that use the target language. Further, integrative motivation is assumed as a core component that can develop the language proficiency of the learners. It means that integrative motivation helps the students increase their English ability by doing the interaction and communication with the target language society. Thus, integrative motivation is shaped since the

learners want to be able to speak practically and approved with the people of the target language community.

Other than the willingness of the learners to be able to speak with the native speaker, integrative motivation also involves the desire to know the culture and values of the target language community. According to Kitjaroonchai (2012), the learners are also interested in the culture and values of the native speaker society. It means that the learners admire the culture and even expect to integrate with the society. It can be concluded that integrative motivation builds the desire of the learners to practically mix up in the society of the native speaker community or become bicultural.

2. Instrumental Motivation

The other type of motivation emphasizes the attainment of learning English on the rewards that support the learners to have a better achievement in the learners' life. So, it focuses on the practical result that can be reached by learning English.

In contrast with integrative motivation, instrumental motivation does not involve any willingness to integrate with the native speaker community. According to Kitjaroonchai (2012) and Sarani et al. (2013), learners with instrumental motivation in learning English do not have desire to build the relationship with the people that use the target language as the purpose of learning English. It means that the English ability of the learners is not used to do interaction practically with the people who speak the language. Thus, communication using target language is not the primary purpose of language mastery.

The main purpose of the learners with instrumental motivation is to fulfill the need of English practically. Kitjaroonchai (2012) declares that learning English with instrumental motivation is influenced by the external factors without realizing the genuine interest. They are appraisal, gratification, pledge, or money to compel the learners towards accomplishment. It means that the learners are just interest in the attainment of English because it can give advantage for better future life. Besides, Sarani et al. (2013) declare that the purpose of learning a second or foreign language is more utilitarian. For instance, fulfilling the requirement of

school or university entrance, applying for a job, getting higher salary based on English ability and the others. It can be concluded that English mastery is a means to facilitate the learners to fulfill learners' need.

Factors Affecting Motivation in Learning English

Motivation in learning English is influenced by some factors. Zhao (2012) in his research proposes the factors that influence the students' motivation in learning English based on Dornyei's and William and Burden's framework. The factors are divided into two categories, namely internal factors and external factors.

1. Internal Factors

Internal factors relate to the individual's perception toward learning English. It comes from the inside of the students that is related to the feeling or attitude. They are goals setting, expectancy, anxiety, self-confidence, and self-efficacy.

Goals Setting. Setting the appropriate goals is needed in order to guide the learners in arousing and maintaining the motivation in second or foreign language learning. According to William and Burden (1997), goals setting are exceptionally essential to make the learners enjoy and easily engage with the learning process. Thus, the learners' motivation stimulates the efforts that will be produced to attain the goals. It can be concluded that goals setting is very important as a part of motivation forming.

Expectancy. Expectancy is meant as the possibility to attain the success that is believed by the learners in learning English. Based on Dornyei (1994), the learners' motivation will increase positively if they have greater perceived likelihood of success. It can be said that the learners who expect to attain the success of learning will have higher motivation. In sum, there is a relationship between the expectancy and the learners' motivation in which it positively builds the higher motivation for the learners who expect to succeed.

Anxiety. In learning English, anxiety influences the students' performance since it limits the willingness of the students to do the proper activity during learning because of nervousness or fear of making mistakes. In Ellis' (2008)

statement, “language anxiety has been found to have a negative effect on learning”. It means that anxiety disturbs the students in learning and performing which hampers the students to absorb and acquire the input. Anxiety can emerge because of bad experience in learning that makes the students worry to show their ability. Related to motivation, anxiety controls the students to be passive in the classroom. It means that the students do not get the positive influence and tend to have low motivation in learning. The greater anxiety of the students in learning English will produce the low motivation.

Self-Confidence. Self-confidence refers to the conviction that someone has ability in doing something in which it brings him or her into success. It is in line with Dornyei (1994) who state that “self-confidence refers to the belief that one has ability to produce result, accomplish goals or perform tasks completely.” It can be said that the students with self-confidence can manage themselves to achieve the goals and do the task completely without facing difficulties.

Self-Efficacy. Self-efficacy refers to the belief of the students that they are able to do certain performance. It is supported by Dornyei (1994) who defines self-efficacy as “an individual’s judgment of his or her ability to perform a specific action”. It means that self-efficacy guides the students to be able to accomplish task confidently. Further, Dornyei (1994) also explains that self-efficacy develops well because of the acknowledgement of past achievement and reinforcement or evaluation especially from teacher or parents. It influences on how far the students will give the effort to make achievement.

Further, Zhao (2012) argues that self-efficacy maintains the students’ way of thinking, feeling, and motivation. The students with high self-efficacy will easily enhances with the learning environment and are able to do the task without any difficulty because they believe that they can do it. In the contrary, the students with low sense of self-efficacy face difficulty in performing or doing the action. Therefore, it will be better for the students to have high sense of self-efficacy since it gives positive influence toward motivation in learning English.

2. External Factors

External factors are considered as the condition or situation comes from environment around the students. As stated by Svobodova (2015), the sources of

external factors that influence the students' motivation in learning English do not come from within a person, but outside their own-selves. It means that external factors may be influenced by the surrounding things that make them interest or not in learning. Those factors are the teacher, activities and materials, relevance, feedback, and classroom environment.

Teachers. In learning English, teachers are the main component that brings the learning situation conducive in which it can arouse the students' positive attitude. According to Mirhadizadeh (2016), teacher is the one who responsible toward the positive classroom atmosphere. It means that the teachers play an important role in order to create the learning process being comfortable for the students. The teachers have to be able to foster and maintain the learning situation perfectly, therefore the students can enjoy the class.

In this case, the role of teachers becomes significant to influence the students in forming the learning motivation. Wiilian and Burden (1997) explain that there are two aspects of the teachers which can build up the students' motivation toward learning. The first is the characteristic of the teachers which influence students' feeling whether they like or dislike. It also controls the students' perception about the learning activity. The second aspect is the teaching style which refers to the way of the teachers in conveying the learning material. Those factors manage the interaction between the students and the teachers that are able to form the motivation in learning.

Activities and Materials. Learning activity is identified as the action or performance to present the material in the classroom. Zhao (2012) states that the central component of learning is tasks and activities. Tasks and activities are not only related to something that is done during the learning but also how the time will be spent. Activities that represent the same scheme, pattern and format tend to make the situation bored. Therefore, it will be better if the teacher be creative in deciding the creative activity which can stimulate the interest and motivation of the students.

It is very important to consider the material that will be given to the students. It is because, the material given influences the students' attention whether they will involve themselves in learning or not. Based on the research by

Ribas (2009), the students have their own expectation toward the learning material in which the students assume that it is important and supports them fulfilling their need. It means that the material play an important role which leads the students to attain the target of learning. Besides, the way of how material will be presented also need to be considered. Zhao (2012) explains that using varied material with interesting content and layouts can arouse the students' attention and interest. Moreover, it gives positive influence and can stimulate the students' motivation in learning English.

Relevance. Relevance refers to how far the tasks or activities are focused to support the students in fulfilling the needs and achieving the goals. According to Dornyei (1994), relevance refers to "the extent to which the student feels that the instruction is connected to important personal need, values or goals". It can be said that relevance determines a link between the learning activity and the purpose of the learning. The link should sustain each other in which the learning activity can maintain the attainment of the learning purpose. Futher, Dornyei (1994) says that it determines how far the learning situation and course content are able to help the students to attain the goal of the learning. It explains that the language mastery can be realized if it is supported by the appropriate learning situation and instructions.

Feedback. Feedback is known as an essential part in learning activity. It can be assumed as a tool to inform the students about result of certain tasks or performances. It is supported by Hattie and Timperley (2007) who declare that feedback is conceptualized as information provided by an agent regarding of one's performance. Simply, they say that feedback is a consequence of performance. It aims to give appraisal to the students and show the students about the appropriate instruction and what should be understood.

Feedback aims to give improvement toward the students in learning. Feedback can be in the form of suggestions, comments, praises, actions or rewards in order to promote the students' motivation. It is supported by Schmidt, Boraie, and Kassabgy (1996) who declare that feedback can be important factor that effect the students' motivation. It means that feedback can stimulate the students' motivation. The positive feedback, such as giving praise for the students

who give the right answer will increase motivation, while negative feedback, such as announce the bad value of the student in front of the class potentially decrease the motivation. Thus, it is very crucial for the teacher to be able to show the good feedback in order to build up the students' motivation.

Classroom Environment. Classroom environment is a place where the learning activity takes place. It should be comfortable for the students in order to make them stay engage with the learning process. Ekiz and Kulmetov (2016) state that classroom environment covers the condition of the class such as the "size of the classroom, desks arrangement, demographic factors, situations, technological learning tool in the classroom climate, weather condition, etc". It means that classroom environment involves the classroom management in which it needs to pay attention on the classroom component that will support the students to learn.

There is a possibility that the students have difference opinion about the comfortable classroom environment. It is supported by Zhao (2012) who claim that "the different individual may have different perceptions about preferred condition toward learning, finding environmental condition more conducive to learning than others". Therefore, it is important for the teacher to ask the students about what kind of condition that they want to support the learning process.

RESEARCH METHOD

Research Design

The design of this research was qualitative approach because it intended to find out the type of motivation of the students of Senior High School (SHS) and Vocational High School (VHS). Moreover, this research also intended to describe the factors that influence the students' motivation in learning English. According to Bogdan and Biklen (2007) qualitative research is defined as the research in which the data are full of description about people, place or conversation that focuses to understand the behavior of the subject of the research. It means that qualitative research is formulated to know the detail information or characteristics related to the subject being observed.

This research was categorized as descriptive qualitative design. Based on Arikunto (2013), descriptive research aims to explain and describe the phenomena related to the condition that happens in the research area. In this research, the

researcher would like to convey the detail description of the phenomena of SHS and VHS students' motivation in learning English and the factors that influenced it.

Setting and Subject of the Research

This research aimed to know the SHS and VHS students' motivation in learning English which was conducted in two schools, SMAN 3 Batu and SMKN 1 Batu. The consideration of choosing these two schools was based on the result of the researcher's preliminary study which found that the schools had qualified and experienced English teachers. Besides, SMAN 3 Batu had an intensive compulsory English program for both the students and the teachers. While SMKN 1 Batu was superior since it was a favorite school in Batu in which the alumnus was easier to be accepted in the workplace rather than the alumnus from the other vocational schools. It was because the SMKN 1 Batu had cooperation with some parties as an umbrella for the students to implement their knowledge and skills.

The subjects of this research were tenth-grade students that consisted of 10 students from SMAN 3 Batu and 10 students from SMKN 1 Batu. In choosing the subject, the researcher asked the recommendation from the teacher by determining the criteria. The first criterion was the students who had good English achievement and the second was the students who were active in the classroom during the English learning.

Research Instrument

Instrument is a tool to collect the data in doing research. According to Latief (2016), the data of the research should be collected by using the appropriate instrument otherwise the data do be not valid and cannot be used to make the conclusion of the research. It indicates that deciding the research instrument should to pay attention on the characteristics of the data that want to be collected.

In this research, the researcher used interview as an instrument by applying semi-structure interview to collect the data about motivation and the factors that affect the SHS and VHS students' motivation in learning English. Semi-structured interview enabled the researcher to elaborate the information from the respondents by preparing some questions as the interview guideline. It

was supported by Alsaawi (2014) who explains that semi-structured interview is a type of interview where the questions are pre-planned prior to the interview and the interviewees are given a chance to explain more about their opinion. Therefore, by applying semi-structured interview, the researcher was able to obtain the information in more detail about the SHS and VHS students' motivation in learning English.

Data and Data Source

There were two kinds of data in this research. The first data was the students' motivation in learning English and the second was the factors that influence the students' motivation in learning English. The source of the data was obtained by the students by doing in-depth interview.

Data Collection

Data collection was an activity that was conducted by the researcher in order to collect the information from the variable being observed. In collecting the data, the researcher needed to do some steps.

1. Explaining the purpose of interview

Explanation regarding the aimed of the interview was given to the students in order to give understanding about the areas of problem being observed. Therefore, it was expected that the students responded the questions seriously.

2. Interviewing the students

Interview section was conducted to collect the data related to the information about the students' motivation and factors that affect their motivation in learning English. In doing interview, the researcher did in-depth interview to the students by using Indonesian, considering that not all of the students were understand English well. In this case, the researcher applied semi-structure interview which led the researcher to ask the questions to the students and possible to explore the students' feeling toward their motivation in learning English.

3. Video recording

Video recording was needed in order to recheck the information that was obtained from the interview section. Therefore, it could be ensured that the information obtained from the students was valid.

Data Analysis

Data analysis referred to how the data were processed in order to answer the research questions and make the general conclusion of the research. In analyzing the data, the researcher did some steps.

1. Transcribing the result of interview

The first step was transcribing. This step aimed to display the result of interview from the spoken form into written form. Therefore, it was easier for the researcher to check the data that would be processed.

2. Categorizing the data

Categorizing aimed to organize the data based on the category. For the first and second questions, the data was categorized based on the type of motivation because it focused to describe the students' motivation in learning English. The third question focused to describe the factors that influenced the students' motivation in learning English. Therefore, the data would be categorized based on the internal and external factors.

3. Analyzing the data

In the step of analyzing, the researcher gave a rich description about the phenomena being observed. In this case, the researcher described and explained about the students' motivation and the factors that influenced the students' motivation in learning English.

4. Drawing Conclusion

The last step was drawing conclusion in which the researcher gave the general description based on the result of the analysis about SHS and VHS students' motivation in learning English and the factors that affect their motivation in learning English.

FINDING AND DISCUSSION

Finding

The findings about SMAN 3 Batu and SMKN 1 Batu students' motivation focused on knowing whether the students were integratively or instrumentally motivated in learning English. Apart from the students' motivation, this research also conveyed the detail description about the factors that influence the students' motivation in learning English that covered the internal factors and external factors.

1. The Students' Motivation of SMAN 3 Batu in Learning English

Based on the result of interview and data analysis, it was found that the students of SMAN 3 Batu were instrumentally motivated in learning English. The students' reasons in learning English were in order to support their future career as a pilot, communication department worker, and for working in the overseas company. The students argued that mastering English was one of the job requirements, and it was needed to communicate with colleagues or clients from foreign country. Besides, learning English helped them to communicate with foreign people because they want to travel abroad. Therefore, it would be easier for them to have communication. Learning English also became a reason for them who wanted to continue to the higher education level, especially in the overseas Universities and fulfill the school obligation since English was one of the compulsory subjects. It can be seen from the students' response regarding to the first interview question.

Excerpt 1:

Q : Why do you learn English?

S3 : Because mastering English is a need for my future career. I hope that I will work at the overseas company so I need to speak English fluently (appendix 2, line 7-9).

S4 : Because English is important in order to be able to communicate with foreign people when I go abroad (appendix 2, 10-11).

S9 : Because English is one of school subject, so I need to learn English. Besides, I learn English because I want to continue my study abroad in Al-Azhar University, Kairo (appendix 2, line 20-22).

All of the subjects of this research interposed their reasons in learning English because it was beneficial for their future life. It was supported by the result of analysis regarding to instrumental and integrative motivation items, in which the instrumental motivation obtained higher total score of agreement rather

than the integrative motivation. The result showed that the total scores of agreement were 30 for instrumental and 17 for integrative items. It means that the students' instrumental motivational was higher than their integrative motivation. The result can be seen in the table 4.1 below.

Table 1. The Students' Agreement for Instrumental Motivation and Integrative Motivation Items of SMAN 3 Batu.

Instrumental item	Agreement		Integrative item	Agreement	
	Yes	no		Yes	no
2. Do you think that being proficiency in English can lead to be more success in life? Why?	7	3	3. Do you think that learning English will help you to become open minded and sociable person with native speakers? Why?	3	7
4. Do you think that learning English will make you knowledgeable and skillful? Why?	10	-	5. Do you think that learning English will enable you to understand and appreciate English arts and literature? Why?	3	7
6. Do you think that mastering English will make other people amazed you? Why?	3	7	7. Do you think that mastering English will make you be accepted among other cultural group? Why?	8	2
8. Do you think that learning English will earn you a better job in the future? Why?	10	-	9. Do you think that learning English need you to learn the English culture and tradition? Why?	3	7
Total agreement	30	10	Total agreement	17	23

Table 1 above also identified the items which had highest score of agreement from the students, they were items number 4 and 8 which belonged to the instrumental motivation, and item number 7 which belonged to the integrative motivation. Those three items were indicated as the main reasons for the students to learn English seriously, they were to be knowledgeable and skillful persons, to earn better job in the future, and to be accepted among other cultural groups.

2. The Students' Motivation of SMKN 1 Batu in Learning English

The result of the interview and data analysis regarding to the students' motivation of SMKN 1 Batu showed that there were eight students who were categorized as the instrumental motivation learners in which the reasons of the students in learning English were to support future career as hotel workers, fashion designers, and go international. The students said that English was the international language that was used everywhere for example to welcome

international guess who came to the hotel or to support them in international competition as fashion designers. Besides, the students also explained their reason in learning English in order to get good grades in English because it was a compulsory subject in the school. Some of the students' responses were presented below.

Excerpt 2

- Q : Why do you learn English?
 S1 : Because English support me when I work at the hotel. Hotel accommodation job requires me to master English. It is because there are so many people from abroad come to the hotel (appendix 3, line 3-5).
 S6 : Because English is one of the subjects that are learnt in the school and I want to get a good grade in English subject (appendix 3, line 15-16)
 S9 : Because I like English since I was child. It is very useful for my future career as fashion designer to compete in international world (appendix 3, line 21-22).

On the other hand, there were two students who were categorized as the integrative motivation learners in which learning English supported them to communicate with native speakers since the students wanted to make friend with them and interested to learn the culture. It can be seen in the following excerpt.

Excerpt 3

- Q : Why do you learn English?
 S5 : Because I want to go abroad and make a friend with foreign people so it will help me to communicate with the people there if I can speak English (appendix 3, line 12-14).
 S8 : Because I want to speak English with native speaker. So by learning English I will understand their language. I want to join with native speaker community and know the culture (appendix 3, line 18-20)

It was beyond belief that the students of SMKN 1 Batu were indicated as integrative motivation learner. It was because, mostly, vocational school students focused to develop their ability in certain field in which English ability was expected as the supporting factor for their career.

The result of analysis regarding to the instrumental and integrative motivation items found that there were much more positive agreements that were given by the students toward the instrumental motivation rather than the integrative motivation. The result indicated that the instrumental motivation items had higher total score of agreement as many as 36 rather than the integrative items as many as 25. It means that the students dominantly had instrumental motivation in learning English. The result can be been in the table 4.2 below.

Table 2. The Students' Agreement for Instrumental Motivation and Integrative Motivation Items of SMKN 1 Batu.

Instrumental item	Agreement		Integrative item	Agreement	
	Yes	no		Yes	No
2. Do you think that being proficiency in English can lead to be more success in life? Why?	8	2	3. Do you think that learning English will help you become open minded and sociable person with native speakers? Why?	7	3
4. Do you think that learning English will make you knowledgeable and skillful? Why?	10	-	5. Do you think that learning English will enable you to understand and appreciate English arts and literature? Why?	5	5
6. Do you think that mastering English will make other people amazed you? Why?	8	2	7. Do you think that mastering English will make you be accepted among other cultural group? Why?	10	-
8. Do you think that learning English will earn you a better job in the future? Why?	10	-	9. Do you think that learning English need you to learn the English culture and tradition? Why?	3	7
Total agreement	36	4	Total agreement	25	15

The table also showed that there were three items that achieved highest total of agreement from the students. They were items number 4 and 8 which belonged to the instrumental motivation, and item number 7 which belonged to the integrative motivation. It indicated that those three items became the major reason of the students in learning English. Those reasons were to be knowledgeable and skillful, to earn better job in the future, and to be accepted among other cultural group.

3. Factors Affecting the Students' Motivation in Learning English

This part explored the factors affecting the students' motivation in order to pursue their goals in learning English. It was divided into internal and external factors that will be described in details in the following parts.

a. Internal Factors

Based on the result of interview and data analysis, it was found that the internal factors which referred to the causes of pursuing the students' English learning objectives came from within the personal condition. It covered five aspects, they are goals setting, expectancy, anxiety, self-confidence, and self-efficacy.

Goals setting. In terms of goals setting, the students had already known the stage or level of English that they were going to achieved. Basically, the students' goal was to understand more about English and to be able to take it into practice fluently. Besides, the students of SMKN 1 Batu set the goal in order to achieve a good grade in English subject. The reason of the students in setting the goals was influenced by the willingness of the students to achieve their target in career and study, for example they wanted to create their career in overseas companies or continued their study in abroad. It was also to support their hobbies in watching movies which made them want to know the meaning and eager to learn English seriously. Moreover, the students also wanted to improve their weaknesses in English and made interaction with native speakers. It can be seen in the following excerpt.

Excerpt 4

- Q : Why do you set that goal?
 S1,3,5 : Yes Because I want to create my career abroad in the overseas company (appendix 2, line 112-113).
 S3 : Because my grade in writing test is not as good as speaking (appendix 3, line 112).

Expectancy. Expectancy referred to the students' belief that they were going to success in learning English. The finding showed that, the students had belief to be successful learners. They convinced that they would be successful because they learnt English seriously. Besides, the students' expectancy also came from their awareness about their English improvement during the learning. It can be seen in the excerpt 4 below.

Excerpt 5

- Q : Do you believe that you will success in learning English? Why?
 S1,3,9,10 : Yes, because I learn English seriously (appendix 2, line 122).
 S5,8,9 : Yes, because now I can speak English even not fluently, so I will success if I learn seriously (appendix 3, line 124-125).

Generally, the students expected that the success in learning would carry them in attaining the future plan related to career and education.

Anxiety. The finding showed that anxiety was an obstacle for the students to show their contribution in the process of learning which made the students prefer to be passive in the class. There were some students who showed their anxiety in the class which was caused by their anxiousness when they could not answer the teacher's question correctly. It can be seen in the following response.

Excerpt 6

- Q : Do you like to answer the teachers' question during the English course voluntarily? Why?
- S3,6,7 : Sometimes. If I know the answer, I will answer. Sometimes I am shy if do not know the answer (appendix 2, line 139-140).
- S4,5,6,7,8 : No, because I'm not brave enough. Sometimes I'm afraid of making mistake (appendix 3, line 148-149).

On the other hand, the students who did not show anxiety in learning English felt proud to be pointed by the teacher and understood that the teacher would help them if they made a mistake. It can be concluded the students' anxiety was influenced by their confidence.

Self-confidence. Regarding to self-confidence, the students showed that they had enough confidence in learning English. It arose from the students' experiences and feeling about English and the students' effort in learning English. Below are the students' responses related to self-confidence.

Excerpt 7

- Q : Are you confident when learning English? Why?
- S1,10 : Yes, because I know English well since I was child, so learning English is not difficult for me (appendix 2, line 154-155).
- S3 : Yes, because I always ask the teacher's advise and do my best in learning (appendix 3, line 163-164).

On the other hand, there were some students who did not confident enough in performing the task because they felt that their English knowledge was limited.

In managing self-confidence, the students did some preparation, paying attention to the teacher's explanation, and conveying their difficulty to the teacher. Besides, the students also tried to motivate themselves by seeing their friends that were much better than them in learning English.

Self-efficacy. The finding showed that self-efficacy referred to the students' judgment about their own ability to perform a specific action. In this case, the students' self-efficacy was influenced by their hobby related to English and their experience in learning English. Besides, the students also showed that their self-efficacy arouse from their accomplishment in learning English. The example of the students' responses can be seen in following excerpt.

Excerpt 8

- Q : Are you sure of your ability in learning English? Why?
- S1,5,9 : Yes, because I learn English seriously and I understand when listening English song (appendix 2, line 173-174).
- S3 : Yes, because I master English better than my friends. There are only two students who get score 100 among all the 10th grade-students in the mid term test and I am one of them (appendix 3, line 183-185).

The students who did not have self-efficacy were caused by their hesitancy about their own work and their low ability. Besides, the students sometimes were not enthusiast to learn English well.

Amusement. Other than the factors above, this research found that amusement became a factor that contributed to the students' motivation in learning English. Amusement can be meant as something that was fun to be done which reflected the individual interest. In this case, the students' amusement that influenced their motivation in learning English were to watch English movies or and to listen English songs. The students said that when they were watching movie and listening music, they always tried to catch the meaning of the dialogs which arouse the students' interest to learn English.

Excerpt 9

Q : What makes you motivated in learning English?

S1,8,9 : Music and film. I like to watch movie and listen to the English song, in which it requires me to understand the meaning and grows up my interest about English. Therefore I am enthusiasts to learn English (appendix 3, line 350-353).

b. External Factors

The external factors that influenced the students' motivation in learning English were considered as the condition that came from outside of the individuals. It covered the teacher, activities and materials, relevance, feedback, and classroom environment.

Teacher. Most of the students said that they liked their English teacher because they were not too serious. In this case, the students also had their own opinion about an ideal English teacher, that was not too much joking, calm and not too serious, explain the material well, able to manage the class, a little bit strict, and able to communicate using English. The students also liked the teacher who gave them advice and motivation in the classroom. The students' responses can be seen in the following excerpt.

Excerpt 10

Q : What are your criteria of ideal English teacher?

S1,3,5 : I personally think that an English teacher should be a native speaker. The teacher should be not too much joking and not too serious (appendix 2, line 204-206).

S1,4,5,6,10 : I like the teacher who likes joking because it does not make me stress and the way of him teaching is easy to understand. I don't like the teacher that is quiet in the class because it makes me not focus (appendix 3, line 225-228).

Other than the criteria above, the students wanted to be taught by native speaker since it would give them new experience and maintained them to learn the accent, intonation, and new vocabulary.

Materials and Activities. Based on the result of interview and data analysis, not all of the students liked and enjoyed the materials and activities in the class. The students who liked the materials and activities said that they had been comfortable with the material and activities and it can be used for daily life. It was also easy to understand and interesting. It can be seen in the following excerpt.

Excerpt 11

Q : Do you like the materials and activities during the English course? Why?

S1,4,6 : Yes, because I have been comfortable with the material and activity in the class (appendix 2, line 227-228).

S2,8,10 : Yes, because it is interesting. The material and the way of the teacher teaching is interesting (appendix 3, line 258-259).

The students who did not like the materials and the activities in the classroom argued that it was not interesting and monotone. Besides, the students had already known about the material being taught and it was not influential with their need.

In this case, the students had their own opinion about the materials and activities that needed to be learnt. Some of the materials that wanted to be learnt were arranging good sentence or tenses, vocabulary and speaking activity about accepting guess. Related to learning activity, the students like to have discussion, speaking practice, and memorizing new vocabulary. Some students preferred to do the tasks individually and just listen to the explanation.

Relevance. Based on the result of interview and the analysis, it was found that the students agreed that learning English supported them in the future career for instance to help them in writing email or welcoming the guess in the hotel. In addition, the students also said that it supported their future plan after graduating. Below are the students' response regarding to relevance.

Excerpt 12

Q : Is the English lesson appropriate with your needs and goals? Why?

S2,5,8,9,10 : Yes, so far it is appropriate with my needs because I can learn to speak English more (appendix 2, line 248-249).

S1,2,9,10 : Yes, because it has relationship with my need in the future career, for example I know how to write email in English, how to welcoming a guess in the hotel (appendix 3, line 294-296).

The students who did not agree that the learning was relevant with their goals argued that the material did not fulfill their needs in achieving their goals in the future career. However, they really understand that English will be needed and important for their future.

Feedback. The result showed that the students did not mind if the teacher gave feedback. Feedback helped the students to find out their fault and it was utilitarian for them to improve their English. Therefore, feedback showed the students strength and weaknesses, and implicitly it gave a new knowledge to the students. It was proven by the students' responses in the following excerpt.

Excerpt 13

- Q : Do you like when the teacher give you suggestion or comment toward your work or performance? Why?
- S2,4,5,7,9,10 : Yes, because I know my fault so I can learn more serious. But I do not like when the teacher gives me bad feedback because it makes me lazy and does not make me understand (appendix 2, line 258-260).
- S1,2,3,5,6 : Yes, because sometimes I make a fault then the teacher show me the right answer (appendix 3, line 306-307).

This research also found that the surrounding environment effect the students' motivation in learning English. Environment was a place where the individual life was going on. Where the students grew up, with whom they made friend, and how the condition surrounding them influenced the students' interest in doing something that happened intensively. In this case, the students' motivation in learning English was stimulated by the family, friends, and their surrounding atmosphere. It can be seen in the students' responses below.

Excerpt 14

- Q : What makes you motivated in learning English?
- S3 : My mother, because she is an English teacher, so she teaches me since I was child and we usually speak English at home. Besides, I like watching English movie which is sometimes without subtitle that make curious to know the meaning (appendix 2, line 293-296).
- S4 : The biggest motivation comes from my friends, because they firstly introduce me to English by playing game and watching cartoon. They also ask me to speak English when we are getting together. We learn English together autonomously (appendix 3, line 358-361).
- S5 : Home environment, because I often meet foreign people near my house and I want to have a chat and build a relation with them but I do not understand their language. So, it makes me enthusiastic to learn English (appendix 3, line 362-365).

Classroom Environment. More specifically, this research found that most of the students were not comfortable enough with the atmosphere of the class in which noise became a problem for the students since the students enjoyed having

a chat with their friends. The students could not concentrate and focus in following the learning which caused inconvenience for the students. It can be seen in the following excerpt.

Excerpt 15

Q : Do you feel comfortable with the classroom atmosphere? Why?

S1,2,3,4,6,7,10 : Not really, sometimes it disturbs my concentration if the class is crowded (appendix 2, line 272-273).

S4,6,7,8,9,10 : Not really, it influences my concentration because sometimes the class is crowded (appendix 3, line 337-338).

Discussion

Regarding to the students' motivation, it was found that dominantly, the students were instrumentally motivated in learning English. The reasons of the students in learning English were mostly for the practical benefit. They were supporting future career as a pilot or hotel worker, communicating with foreign people when they were traveling abroad, continuing higher education level especially if the students wanted to continue the study abroad, fulfilling the school obligation since English was one of compulsory subject, and getting good grades in English subject. It was because the students were aware about the importance of mastering English since English was International language and used in many aspects of life.

Deeper analysis of the students' motivation was outlined in the result of analysis regarding to instrumental motivation and integrative motivation items. The result showed that the students gave higher agreement for the instrumental motivation rather than the integrative motivation. There were 30 points of agreement for the instrumental motivation and 17 points of agreement for the integrative motivation from SMAN 3 Batu students. The students of SMKN 1 Batu gave 36 points of agreement for instrumental motivation and 25 points agreement for integrative motivation. It can be inferred that the instrumental motivation was more dominant in learning English. This finding was consistent with Kitjaroonchai (2013) who found that secondary and high school students were highly and instrumentally motivated. Similarly, the research finding from Qashoa (2006) also indicated that the students of secondary school in the Eastern Coast of UEA were highly and instrumentally rather than integratively motivated.

The result of analysis regarding to instrumental and integrative motivation items identified that there were three items which obtained the highest points of agreement. Those were learning English to make knowledgeable and skillful person, to earn a better job in the future and to be accepted among other cultural group in which it revealed that those items became the main reasons for the students to learn English. Such finding affirmed that the practical benefit were not the only reasons for students to be more motivated in learning English. Their willingness of being integrate with native speaker community also became the main reason to learn English. At this point, this finding was different with the previous research by Kitjaroonchai (2013) and Qashoa (2006) which found that the students learn English only for the practical reason. They were to get an ideal job in the future, to be a more knowledgeable person, to help them in the further studies and career, and to help when travel abroad.

Related to the internal factors that affected the students' motivation in learning English, this research found that amusement influenced the students' motivation other than goals setting, expectancy, anxiety, self-confidence, and self-efficacy.

Regarding to goals setting, the students assured about their purpose in learning English, therefore they were able to set their own goals. In this case, the students had already known in what level they would learn English in order to achieve their goals. The students' goals setting were influenced by the need of the students related to their future career and education, hobby, and overcoming their weaknesses in learning English. It was supported by Abe, Ilogu, and Madueke. (2014) in their previous research which declared that goals setting significantly influenced the students' performance in learning English.

The finding also highlighted that the students had expectancy toward their success in learning English. In this case, the students' expectancy was influenced by the effort and ability, and they perceived the improvement in the English ability. It was supported by Zhao (2012) who declared that the students' expectancy in learning English developed through work hard and high expectation toward English improvement in which it influenced the students in sustaining their motivation.

Even the students believe that they would success in learning English, they still faced anxiety in the English class. This condition influenced the students' motivation being low because it caused the student being passive in the class. This finding was identical with Tsai and Chang (2013) who explained that anxiety influenced the students' motivation in varied condition.

Referring to self-confidence, most of the students believe that they could learn English well because the students like English and perceive that English was interesting. They learn seriously and frequently asked the teacher's advice in performing the task. Therefore, the students were more enthusiasts in learning English. It was supported by Kamali (2012) who found that the students' self-confidence was closely related to motivation in which the students who were able to develop their self-confidence could increase their motivation.

The students' self-efficacy was influenced by the students' effort and the belief that their English ability was good. Besides, it was also affected by the students' experiences in the past related to their English achievement or abilities. This finding was identical with Piniel and Csizer (2013) who declared that the experience functioned as a tool to engage the students' motivation in performing action or task based on the past acknowledgement of ability.

This research also found that amusement became a part of internal aspect that influenced the students' motivation because the students found their interest and desire to learn English when they did the enjoyable activity. In this case, it had closely related to listening music and watching movies in English. When the students listened to the music or watched movie, it guided them to find out the meaning of the lyric or the dialogue in order to understand the content of the songs and movies itself. It emerged the students' enthusiasts and challenged the students to learn English seriously.

The external factors that affected the students' motivation in learning English were the teacher, materials and activities, relevance, feedback, and classroom environment. In terms of the teacher, the students had their own criteria of ideal English teacher. The students argued that English teacher should be serious in explaining the materials and able to make joke in a needed situation. Some students willing that the English teacher should be a native speaker so that

they got much new insight. The teacher also had to be able to manage the students well to be more active, therefore it could guide to create a student-center learning. It was in line with Ruchaniyah (2013) who found that student-center learning upgraded the students' motivation in learning English.

Teaching materials and activities also affected the students' interest in learning English. The students who like and felt that the material was interesting tend to be more enthusiasts in learning English. Regarding to the learning activities, the students wanted to do the activity which was interesting for them and could make them focused in learning. It was identical with Sun (2010) who found that there were some factors which effected the students' motivation toward teaching materials such as interest in the subject matter, level of difficulty, relevance to the existing knowledge and the perception of usefulness.

In terms of relevance, the students argued that the English materials were connected with their needs especially to achieve their future career and education. On the other hand, some students perceived that some materials that were taught in the class were inappropriate with their goals that potentially decreased the students' enthusiasts in learning. It was supported by Kember, Ho, and Hong (2008) who explained that the students were demotivated if they did not find the relevance between the theory they learnt and the learning objective.

Regarding to feedback, the students agreed that it was very important for their English improvement which helped them to correct their mistakes. However, the way of the teacher gave feedback was important to be considered because giving feedback in negative way effected the students' motivation being low. The similar result was also found by Hamidun, Nashim, and Othman (2012) who declared that giving immediate feedback to the students changed their behavior as they became more motivated and had great enthusiasm to accomplish their goals.

The finding also highlighted that classroom environment was influential in learning English. Most of the students had problem with noise in the class which caused the students could not focus to following the class. This finding was supported by Torkia (2013) who declared that the students' motivation was influenced by the environment of the classroom, including the teacher and classmates. Other than classroom environment, the finding also underlined that

the environment around the students affected the students' motivation in learning English. It has closely related with the family background, friends, and where they live in which it supported the students to be more intense in using English in their daily life. The students who were familiar with English since they were child tend to be more motivated in learning. It can be seen that the students realized that learning English did not only happen in the school environment.

CONCLUSIONS AND SUGGESTIONS

Conclusion

Based on the finding which has been presented in the previous chapter, it can be concluded that the students were instrumentally motivated in learning English. The students argued that learning English was important for their future career, to get a good grade in English subject, and to support the future education. However, the students' integrative motivation was also identified, but the students' instrumental motivation was more dominant in guiding them to learn English. In this case, the students' instrumental motivation needed to be strengthened since it gave a huge influence toward the students' learning in achieving their goals. It was very important considering that the higher the students' motivation, the higher the students' possibility to be successful learners.

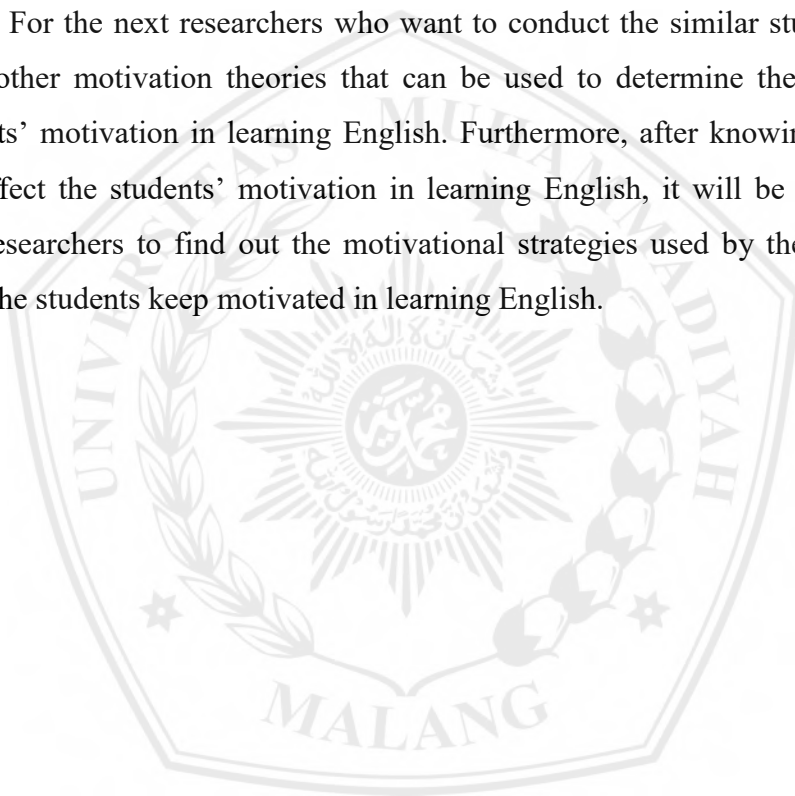
Related to the factors that influenced the students' motivation in learning English, it was found that the internal factors and external factors played a significant role. This research also found the other important factors that affected the students' motivation in learning English. It was the students' hobbies or amusements in watching English movies and listening English songs. Unconsciously, it became the booster for the students to grow up their interest in English since it was involved in the students' daily life. The students thought that English was familiar and very close to them; therefore, the students were more motivated to learn English.

Suggestion

Considering the advantages of knowing the students' motivation, it is expected that the teachers are able to help the students in finding their motivation in order to make them keep straight in achieving their learning goals. Since there

are some factors that influences the students' motivation, it is better for the teachers and the schools to facilitate the students' learning in order to make them enjoy the process and arise their enthusiasm in learning English, for instance by applying the teaching strategies that can attract the students' interest or creating the comfortable classroom atmosphere for the students. Therefore, it will help to promote their motivation to be higher. For the students, it will be better to know their motivation in learning English, since it supports them to achieve their goals in learning. It can be done by doing survey prior the class begin in the first year to see the students' motivation.

For the next researchers who want to conduct the similar study, there are some other motivation theories that can be used to determine the types of the students' motivation in learning English. Furthermore, after knowing the factors that affect the students' motivation in learning English, it will be better for the next researchers to find out the motivational strategies used by the teacher that helps the students keep motivated in learning English.



REFERENCES

- Abe, I.I., Ilogu, G.C., Madueke, L.I. (2014). Effects of Goal-Setting Skills on Students' Academic performance in English Language in Enugu Nigeria. *New Approaches in Educational Research Vol. 3, No. 2*
- Akbari, Z. (2015). Current Challenges in Teaching/Learning English for EFL learners: the Case of Junior High School and High School. *Procedia – Social and Behavioral Sciences 199 (2015) 394-410*
- Al Othman, F.H.M., Shuqair, K.M. (2013). The Impact of Motivation on English Language Learning in the Gulf State. *International Journal of Higher Education Vol. 2, No. 4*
- Alsaawi, A. (2014). A Critical Review of Qualitative Interview. *European Journal of Business and Social Sciences Vol. 3, No. 4*
- Awan, R.U., Noureen, G., Naz, A. (2011). A Study Relationship between Achievement Motivation, Self Concept and Achievement in English and Mathematics at Secondary level. *International Education Studies Vol. 4, No. 3*
- Bogdan, R.C., Biklen, S.K. (2007). *Qualitative Research for Education: An Introduction to Theories and Methods* fifth edition. United States of America: Pearson
- Dornyei, Z. (1994). Motivation and Motivating in the Foreign Language Classroom. *The Modern Language Journal Vol. 78, No. 3*
- Ekiz, S., Kulmetov, Z. (2016). The Factor Affecting Learners' Motivation in English Language Education. *Journal of Foreign Education and Technology Vol. 1, No. 1*
- Ellis, R. (2008). *The Study of Second Language Acquisition Second Edition*. New York: Oxford University Press
- Fasold, R.W. (2006). *An introduction to Language and Linguistics*. New York: Cambridge University Press
- Feng, H.Y., Fan, J.J., Yang, H.Z. (2013). The Relationship of Learning Motivation and Achievement in EFL: Gender as an Intermediate Variable. *Education Research Journal Vol. 2, No. 2*
- Hamidun, N., Hashim, S.H.Md., Othman, N.F. (2012). Enhancing Students' Motivation by Providing Feedback on Writing: The case of International Students from Thailand. *International Journal of Social Science and Humanity, Vol. 2, No. 6*

- Hattie, J., Timperley, H. (2007). The Power of Feedback. *Review of Educational Research*. Vol. 77, No. 1
- Kamali, T. (2012). *Students' Experiences and Perceptions of Anxiety, Motivation, and Self-Confidence in Speaking English during Task-Based Language Learning Activities in Second Life: the Case of Metu*. Meadle East Technical University.
- Kember, D., Ho, A., Hong, C. (2008). The Important of Establishing Relevance in Motivating Student Learning. *Sage Journal* Vol. 9, No. 3
- Kitjaroonchai, N. (2012). Motivation toward English Language Learning of Students in Secondary and High Schools in Education Service Area Office 4, Saraburi Province, Thailand. *International Journal of Language and Linguistics* Vol. 1, No. 1
- Khoyriyah, S.L. (2016). The Correlation Among Attitude, Motivation and Speaking Achievement of College Students Across Personallity Factors. Malang: Universitas negeri Malang
- Kusni., S., Refnal. (2014). Diagnosing the needs for English Vocational Schools: Redesign the Curriculum 2013? *Proceeding of the Third International Seminar on Languages and Arts*
- Lasagabaster, D. (2011). English achievement and student motivation in CLIL and EFL settings. *Innovation in Language Learning and Teaching* Vol. 5, No. 1
- Latief, M.A. (2016). Research Methods on Language Learning –an Introduction. Malang: UM Press
- Long, C., Ming, Z., Chen, L. (2013). The Study of Student Motivation on English Learning in Junior Middle School-A Case Study of No. 5 Middle School in Geiju. *English Language Teaching* Vol. 6 No. 9
- Mardiyati, B.D., Yuniawati, R. (2015). Perbedaan Adaptabilitas Karir Ditinjau dari Jenis Sekolah (SMA dan SMK). *Emphaty Journal Fakultas Psikologi* Vol. 3, No. 1
- Mahu, D.P. (2012). Why is Learning English so Beneficial Nowadays? *International Journal of Communication Research* Vol. 2, No. 4
- Margana., Sugesti, N. (2013). Blended Culture sebagai Model Pembelajaran Bahasa Inggris di SMK di Daerah Istimewa Yogyakarta dalam Rangka melestarikan Budaya Lokal.

- Mirhadizadeh, N. (2016). Internal and External Factors in Language Learning. *International Journal of Modern Language Teaching and Learning Vol 1, No.5*
- Muftah, M., Galea, S.R. (2013). Language Learning Motivation among Malaysian Pre-University Students. *English Language Teaching Vol. 6, No. 3*
- Peraturan Menteri Pendidikan dan Kebudayaan Nomor 69 Tahun 2013. Retrieved April 6, 2017 from http://www.pendidikandiy.go.id/file/mendiknas/kurikulum-2013_kompetensi-dasar-sma-ver-3-3-2013.pdf
- Peraturan Menteri Pendidikan dan Kebudayaan Nomor 70 Tahun 2013. Retrieved April 6, 2017 from <http://luk.staff.ugm.ac.id/atur/bsnp/Permendikbud70-2013KD-StrukturKurikulum-SMK-MAK.pdf>
- Peraturan Pemerintah Republik Indonesia Nomor 66 Tahun 2010. Retrieved March 15, 2017 from http://sipma.ui.ac.id/files/dokumen/U_PENDIDIKAN_RISET_P2M/UU%20DAN%20PP%20Penddd/PP%20662010%20Perubahan%20PP%2017_2010.pdf
- Piniel, K., Csizer, K. (2013). *L2 Motivation, Anxiety and Self-efficacy: The Interrelationship of Individual Variables in the Secondary School Context*. Studies in Second Language Learning and Teaching Department of English Studies, Faculty of Pedagogy and Fine Arts, Adam Mickiewicz University, Kalisz
- Qashoa, S.H.H. (2006). *Motivation among Learners of English in the Secondary Schools in the Eastern Coast of the UAE*. Dubai-UEA: British University in Dubai
- Ratnadewi, D. (2009). Pembelajaran Bahasa Inggris Tematik Integratif: Sebuah Alternatif Model pembelajaran bahasa Inggris di SMK. *Didaktis*, Vol, 8, No. 2
- Ruchaniyah, S. (2013). *A Study of Teachers' Teaching Style and Students' Motivation in Learning English at State Islamic Senior High School of Purworejo in The Academic Year of 2012/2013*. Purworejo: Muhammadiyah University of Purworejo
- Ribas, F.C. (2009). The Role of Self-Concept in Students' Motivation in the Brazilian EFL context. *Linguagem & Ensino, Pelatos Vol. 12, No. 2*
- Sarani, A., Ahmadi, M. (2013). A Study of Vocational and Non-vocational High School learners' Language Proficiency and Motivation. *Advances in Asian Social Sciences (AASS) Vol. 4, No. 3*
- Schmidt, R., Boraie, D., Kassabgy, O. (1996). Foreign Language Motivation: Internal Structure and External Connection. In R. L Oxford (ed.),

Language Learning Motivation: Pathways to the Century. Honolulu: University of Hawai'i Press.

- Schunk, D. H. (2003). Self-Efficacy for Reading and Writing: Influence of Modelling, Goal Setting, and Self-Evaluation. *Reading and Writing Quarterly*, 19, 159-172
- Sikhwari, T. D., (2014). A Study of the Relationship between Motivation, Self-Concept and Academic Achievement of Students at a University in Limpopo Province, South Africa. *Int J Edu Sci Vol. 6, No. 1*
- Sumarina, I.N.A., Dantes, Nym., Sunu, IGK. (2015). Pengaruh Pembelajaran Kontekstual Terhadap Kemampuan Menulis dan Hasil Belajar Bahasa Inggris Siswa Kelas XI SMK Pariwisata Dwi Tunggal Tabanan Tahun Pelajaran 2014/2015. *e-Journal Program Pascasarjana Universitas Pendidikan Ganesha Program Studi Administrasi Pendidikan Volume 6, No 1*
- Sun, Z. (2010). Language Teaching Materials and Learner motivation. *Journal of Language Teaching and Research*, Vol. 1, No. 6
- Surjono, H.D., Susila, H.R. (2013). Pengembangan Multimedia Pembelajaran Bahasa Inggris untuk SMK. *Jurnal penddikan Vokasi* Vol. 3, No. 1
- Svobodova, L. (2015). *Factor Affecting the Motivation of Secondary School Students to Learn the English Language*. Brno: Masaryk University
- Syahputra, I. (2014). Strategi Pembelajaran Bahasa Inggris Sebagai Bahasa Asing dalam Meningkatkan Kemampuan Berhabasa Inggris Siswa. *Jurnal penelitian Sosial Keagamaan* Vol. 17, No. 1
- Torkia, D. (2013). Creating Classroom Environment to Promote Students' Motivation to Learn English as a Foreign Language: A Case of Third Tear Students of Mofdi Zakaria Secondary School at Wed Souf. Biskra: Mohamed Kheider University of Biskra.
- Tsai, C.C., Chang, I.C. (2013). The Study on Motivation and Anxiety of English Learning of Students at a Taiwan Technical University. *International Journal of English Language Teaching* Vol. 1, No. 1
- Ul-Hassan, S.A. (2014). A Study of the Motivational Pattern of Learners of English for Academic and Professional Purposes. *TESOL Journal* 5.1
- Vanpatten, B., Benati, A.G. (2010). *Key Terms in Second Language Acquisition*. London: Bloomsbury Academic.
- Vibulphol, J. (2016). Students' Motivation and Learning and Teachers' Motivational Strategies in English Classroom in Thailand. *English Language Teaching* Vol. 9, No, 4

- Wati, H. (2011). The Effectiveness of Indonesian English Teachers Training Programs in Improving Confidence and Motivation. *International Journal of Instruction* Vol. 4, No. 1
- William, M., Burden, R. L. (1997). *Psychology for Language Teachers: A Social Constructivist Approach*. Cambridge: Cambridge University Press
- Yuniarti, E. (2004). Upaya Peningkatan pembelajaran Bahasa Inggris Secara Komunikatif dengan Teknik Picture Cue Card di SMK Negeri 3 Purwokweto. *Jurnal Pendidikan dan Evaluasi Pendidikan* No. 1
- Zaman, J. (2013). *Role of Motivation in Second Language Learning: A Study of Private University Students in Bangladesh*. Dhaka: BRAC Institute of Language (BIL)
- Zhang, Z. (2008). A Practical English Teaching Mode of Vocational Education: Induction-Interaction Learning Community. *English language Teaching* Vol. 1, No. 2
- Zhao, L. (2012). Investigation into motivation types and influences on motivation: the case of Chinese non-English majors. *English Language Teaching* Vol. 5, No. 3

Appendix 1: Interview guide

Interview Guide

This interview guide consists of some questions that will be used to collect the information about the students' motivation and the factors that affect the students' motivation in learning English.

Question related to the students' motivations:

1. Why do you learn English?
2. Do you think that being proficiency in English can lead to be more success in life? Why? (instrumental)
3. Do you think that learning English will help you to be an open minded and sociable person with native speakers? Why? (integrative)
4. Do you think that learning English will make you knowledgeable and skillful? Why? (instrumental)
5. Do you think that learning English will enable you to appreciate English arts and literature? Why? (integrative)
6. Do you think that learning English will make other people respect you? Why? (instrumental)
7. Do you think that learning English will enable you to participate freely in academic, social, and professional activities among other cultural group? Why? (integrative)
8. Do you think that learning English will earn you a better job in the future? Why? (instrumental)
9. Do you learn English so that you can understand English movies, pop music, novel, etc? Why? (integrative)
10. Do you read English text like newspaper, novel, magazine, other than English text book? Why? (instrumental)
11. Do you learn English just for your interest and determine to achieve maximum proficiency? Why? (integrative)
12. What makes you motivated in learning English?

Questions related to internal factors:

13. What are your purposes of learning English?
14. Do you have an idea about the level of English that wants to be achieved?
What is that?
Why do you set that level?
15. Do you think that learning English improve your English ability? Why?
16. How can you do well in English course?
17. Do you like to answer the teachers' question during the English course voluntarily? Why?
18. How do you feel when the teacher asks you to come in front of the class?
19. Are you confident when learning English? Why?
What makes you confident in learning English?
20. How do you manage your confident in learning English?
21. Are you sure of your ability in learning English? Why?
22. Do you think that you have talent in English? Why?
What is your talent in English?

Questions related to external factors:

23. Do you like your English teacher? Why?
24. What are your criteria of an ideal English teacher?
25. Do you want to be taught by the native speaker? Why?
26. Do you like the materials and activities during the English course? Why?
27. What kinds of materials and activities do you want to do during the English course?
28. Is the English lesson appropriate with your needs and goals? Why?
How can it be suitable with your needs and goal?
29. What do you expect from the English course?
30. Do you like when the teacher give you suggestion or comment toward your work or performance? Why?
31. Do you think that it is important for the teacher to give feedback? Why?
32. Do you feel comfortable with the classroom atmosphere? Why?
What kind of atmosphere do you need to make you comfortable?
33. Do you agree to speak English during the English course? Why?



Appendix 2: Transcript of Interview of SMAN 3 Batu Students

1 **Question 1**

2 **Why do you learn English?**

- 3 - Because it is fun and I want to work at department of communication,
4 so English ability is needed (student 1).
- 5 - Because English is important in order to communicate with other people
6 around the world (student 2).
- 7 - Because mastering English is a need for my future career. I hope that I
8 will work at the overseas company so I need to speak English fluently
9 (student 3).
- 10 - Because English is important in order to be able to communicate with
11 foreign people when I go abroad (student 4).
- 12 - Because English is important and my passion has correlation with
13 foreign people so English is needed to communicate (student 5).
- 14 - Because English is important, so I can speak with foreign people when I
15 travel abroad (student 6).
- 16 - Because by learning English, I know that it is very important for my
17 future, for example to support my career (student 7).
- 18 - The first reason is because it is compulsory subject at school. The
19 second is because it supports my future to get a good job (student 8).
- 20 - Because English is one of school subject, so I need to learn English.
21 Besides, I learn English because I want to continue my study in abroad
22 in Al-Azhar University, Kairo (student 9).
- 23 - Because English is needed to achieve my dream as a pilot (student 10).

24 **Question 2**

25 **Do you think that being proficiency in English can lead to be more** 26 **success in life? Why? (instrumental)**

- 27 - Yes, because English ability becomes one of the requirements to get a
28 job or entering higher education level (students 1).
- 29 - Yes, because English is international language that supports my future
30 career for example if the company has a client from foreign country, the
31 ability of communication using English is much needed (students 2, 3,
32 6, 7, 8, 10).
- 33 - I don't think so, because success does not come from proficient in
34 English but it is influenced by the effort. So, it depends on the people
35 themselves (students 4, 5, 9).

36 **Question 3**

37 **Do you think that learning English will help you to be an open minded** 38 **and sociable person with native speakers? Why? (integrative)**

- 39 - No, because not all of the people are able to socialize easily even they
40 can speak English. I think being an open minded and sociable is
41 influenced by the personality or character (students 1, 2, 5, 9).
- 42 - No, because I nervous and not enough confident to talk with native
43 speakers (student 3, 4, 8).
- 44 - Yes, because if we want to be sociable with native speakers, we have to
45 master the language so that we can communicate and make interaction
46 well with them (students 6, 7, 10).

47 **Question 4**

48 **Do you think that learning English will make you knowledgeable and**
49 **skillful? Why? (instrumental)**

- 50 - Yes, because English terms are found everywhere. So, mastering
51 English is beneficial because I understand the meaning of the terms
52 (students 1, 2, 4, 5, 6).
53 - Yes, because I do not only learn about the language but also the accent
54 (students 3).
55 - Yes, because we can communicate with foreign people and understand
56 the lesson in foreign country (student 7).
57 - Yes, because we can share our knowledge with foreign people (student
58 8).
59 - Yes, because I can read a lot of book or other references in English
60 (student 9, 10).

61 **Question 5**

62 **Do you think that learning English will enable you to understand and**
63 **appreciate English arts and literature? Why? (integrative)**

- 64 - No, because arts and literatures are difficult (students 1, 2, 5, 7, 8, 10).
65 - Yes, because there are many kinds of arts and it will be better for us to
66 appreciate it in order to create a good communication with the people
67 (students 3, 4).
68 - It depends on the interest. I personally do not like to learn about arts or
69 literature (students 6).
70 - Yes, because I can learn the foreign history from the book or other arts
71 and literatures (student 9).

72 **Question 6**

73 **Do you think that mastering English will make other people amazed**
74 **you? Why? (instrumental)**

- 75 - No, because not all the people understand when I speak English. For
76 them who do not know English may be not care about what I am saying
77 (students 1, 3, 4, 5, 8, 9, 10).
78 - Yes, because people who can speak English is impressive (students 2, 6,
79 7).

80 **Question 7**

81 **Do you think that mastering English will make you be accepted among**
82 **other cultural group? Why? (integrative)**

- 83 - Yes, because I can join with people from everywhere with different
84 culture because I can communicate with them by using English
85 (students 1, 2, 5, 6, 7).
86 - No, because not all people can accept the difference (students 3, 4).
87 - Yes, because English is understandable since it is an international
88 language (students 8, 9, 10).

89 **Question 8**

90 **Do you think that learning English will earn you a better job in the**
91 **future? Why? (instrumental)**

- 92 - Yes, because English is international language and mastering English is
93 one of the requirements in career. Nowadays, there are many companies
94 having cooperation with foreign country and also a lot of people want to

- 95 work in foreign country (students 1, 2, 3, 4, 5, 6, 7, 8, 9, 10).
- 96 **Question 9**
- 97 **Do you like to learn the English culture and tradition by mastering**
- 98 **English? (integrative)**
- 99 - Not really, because culture and tradition is very complicated for me
- 100 (students 1, 4, 5, 6, 7, 8, 10).
- 101 - Yes, because it will make me closer to the people (students 2, 3, 9).
- 102 **Questions related to internal factors:**
- 103 **Question 10 (goals setting)**
- 104 **Do you have an idea about the goal of learning English that wants to be**
- 105 **achieved? What is that?**
- 106 - Yes, I want to be able to speak English fluently (student 1, 6, 7, 9, 10).
- 107 - Yes, I want to master English (student 2, 4).
- 108 - Yes, I want to be able to communicate using English in order to know
- 109 the life style or the habit of native speakers (student 3, 4, 5).
- 110 **Question 11 (goals setting)**
- 111 **Why do you set that goal?**
- 112 - Because I want to create my career abroad in the overseas company
- 113 (student 1, 3, 5).
- 114 - Because I like watching Korean drama in which the subtitle is in
- 115 English. So, I want to know the meaning (student 4).
- 116 - Because it supports my future career (student 2, 6, 8, 10).
- 117 - Because I want to go abroad and continue my study in Aljazair
- 118 University (student 9)
- 119 - Because it helps me in entering University level (student 7).
- 120 **Question 12 (expectancy)**
- 121 **Do you believe that you will success in learning English? Why?**
- 122 - Yes, because I learn English seriously (student 1, 3, 9, 10).
- 123 - Yes, because I feel that my English ability improve (student 2, 4, 5, 6,
- 124 7).
- 125 - I hope so, even my English is not good (student 8).
- 126 **Question 13 (expectancy)**
- 127 **What do you expect from learning English?**
- 128 - It helps me to achieve my career (students 1, 2, 3, 5, 6, 7, 8).
- 129 - I want to success in my life, so I hope English will help e to achieve it
- 130 (student 4).
- 131 - I hope it helps me to make my dream come true (students 9, 10).
- 132 **Question 14 (anxiety)**
- 133 **Do you like to answer the teachers' question during the English course**
- 134 **voluntarily? Why?**
- 135 - Yes, because I like being active in the class, and sometimes I ask the
- 136 teacher to clarify something that I do not understand (students 1, 5, 9,
- 137 10).
- 138 - No, because I am afraid if my answer is not correct (students 2, 4, 8).
- 139 - Sometimes. If I know the answer, I will answer. Sometimes I am shy if
- 140 do not know the answer (students 3, 6, 7).

141 **Question 15 (anxiety)**

142 **How do you feel when the teacher asks you to come in front of the**
143 **class?**

- 144 - I am fine. I like being pointed to come in front of the class (student 1, 5,
145 9, 10).
146 - I do not like it, because I am not confident to come in front of the class
147 (student 2).
148 - Sometimes I feel nervous when I do not know the answer (student 3, 4,
149 7, 8).
150 - I do not like being pointed by the teacher because sometimes I do not
151 know the answer (student 6).

152 **Question 16 (self-confidence)**

153 **Are you confident when learning English? Why?**

- 154 - Yes, because I know English well since I was child, so learning English
155 is not difficult for me (student 1, 10).
156 - Not really, because I do not master English well like my friends (student
157 2, 4, 8).
158 - Yes, because I like English and enthusiasts when learning English
159 (student 5, 6, 9).
160 - Yes, because I learn English seriously and I always do the task by
161 myself (student 3).
162 - Yes, because I feel that my English is good (student 7).

163 **Question 17 (self-confidence)**

164 **How do you manage your confident in learning English?**

- 165 - I make preparation at home before learning English in the class (student
166 1, 3, 5, 6, 9, 10).
167 - I do not know, because basically I do not enough confident but I just
168 following the teacher's instruction in the class (student 2, 4, 8).
169 - I try to motivate myself. I like to pay attention on my friends. If they are
170 good in learning English, I will also be able to do same thing (student
171 7).

171 **Question 18 (self-efficacy)**

172 **Are you sure of your ability in learning English? Why?**

- 173 - Yes, because I learn English seriously and I understand when listening
174 English song (student 1, 5, 9).
175 - Not really, because sometimes I am not sure with my work (student 2,
176 4, 6, 8).
177 - Yes, because my mother teaches me English since I was child (student
178 3).
179 - Yes. So far, I feel that my English ability is good (student 7, 10).

180 **Question 19 (self-efficacy)**

181 **Do you think that you have talent in English? Why?**

- 182 - Yes, because I am accustomed to speak English with my family since I
183 was child (student 1, 3, 7, 10).
184 - Not really, because I think I do not have any good achievement in
185 English (student 2, 4, 8).
186 - I don't think so. I learn English because I like it (student 6).
187 - Yes, I like listening English song. Besides, my English achievement

188 was good when I was in Junior High School (student 5, 9).

189

190 **Questions related to external factors:**

191 **Question 20 (teacher)**

192 **Do you like your English teacher? Why?**

- 193 - Yes, because he likes to ask the students about the material and make
- 194 interaction with the students when teaching English (student 1, 5, 7, 10).
- 195 - Yes, because he is absorbed in teaching the class and make the situation
- 196 fun (student 2, 4).
- 197 - Yes, because he talks using English a lot in the class and I understand
- 198 the meaning (student 3, 9).
- 199 - Yes, because it influences my mood. He likes joke and make the class
- 200 fun, so I do not feel nervous when learning English in the class (student
- 201 8).

202 **Question 21 (teacher)**

203 **What are your criteria of ideal English teacher?**

- 204 - I personally think that an English teacher should be a native speaker.
- 205 The teacher should be not too much joking and not too serious (students
- 206 1, 3, 5).
- 207 - The teacher should like jokes and explain the material well (students 2,
- 208 4).
- 209 - I like the teacher who is calm but serious when teaching (students 7, 9).
- 210 - He should be able to explain the material clearly, not too serious and do
- 211 not frequently ask the students because I am afraid that I cannot answer
- 212 it (students 6, 8).
- 213 - The teacher should be able to manage the class, make the students
- 214 active and teach the material clearly (student 10).

215 **Question 22 (teacher)**

216 **Do you want to be taught by native speaker? Why?**

- 217 - Yes, because the way they speak is different with local teacher. It will
- 218 be better for me to hear the way of native speaker speaking because I
- 219 can learn the accent (students 1, 2, 3).
- 220 - Yes, because it is fun and give new experience. I want to know the way
- 221 they speak English, such as the accent, intonation or vocabulary
- 222 (students 4, 5, 6, 7, 9, 10).
- 223 - No, I am afraid if I do not understand the language (student 8).

224 **Question 23 (materials and activities)**

225 **Do you like the materials and activities during the English course?**

226 **Why?**

- 227 - Yes, because I have been comfortable with the material and activity in
- 228 the class (students 1, 4, 6).
- 229 - No, because it is not interesting and makes me boring (students 2, 7, 9).
- 230 - Yes, because it is easy for me and can be used for daily life (students 3,
- 231 5, 10).
- 232 - No, because some of the material are difficult for me (student 8).

233 **Question 24 (materials and activities)**

234 **What kinds of materials and activities do you want to do during the**
235 **English course?**

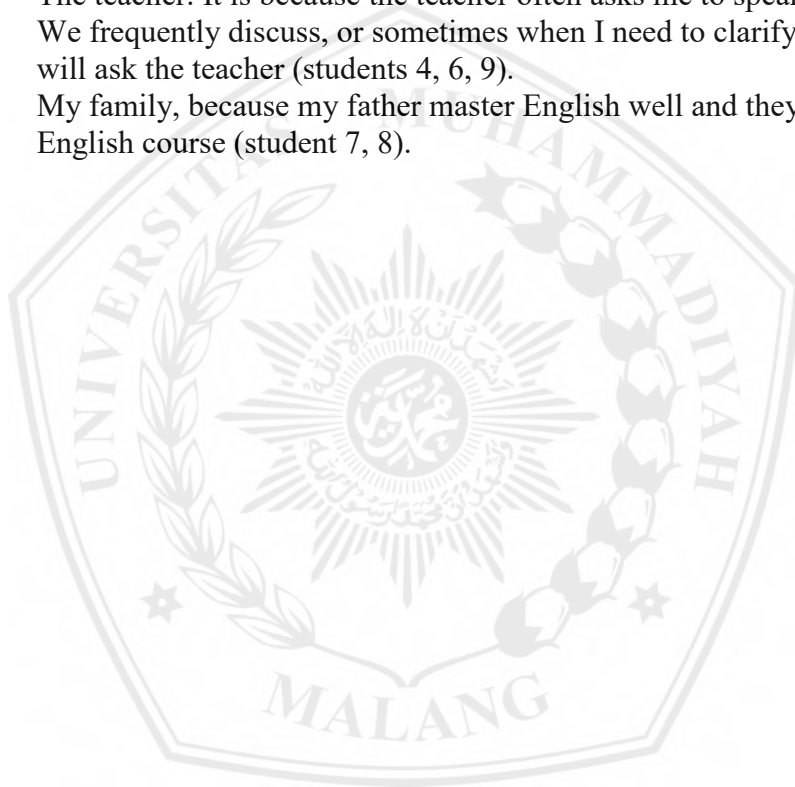
- 236 - More speaking practices in the class (students 1, 10).
 237 - The material about how to arrange a good sentence and I like doing
 238 discussion. It makes me more enthusiasts (students 2, 8).
 239 - I like doing discussion in which I can give my opinion. Besides, I also
 240 like using song as media for learning (students 3, 4).
 241 - I prefer to do practice rather than learn about the theory (students 5, 7,
 242 9).
 243 - So far, I am comfortable with material. But I want to watch film or
 244 listening music as a media of learning (student 6).
 245 **Question 25 (relevance)**
 246 **Is the English lesson appropriate with your needs and goals? Why?**
 247 - Yes, it has relationship with my future needs (students 1, 3).
 248 - Yes, so far it is appropriate with my needs because I can learn to speak
 249 English more (students 2, 5, 8, 9, 10).
 250 - I do not know because I do not have a plan yet about my goals. But
 251 English is absolutely needed for my future (student 4).
 252 - Yes, it trains me to be fluent in English (students 6, 7).
 253 **Question 26 (feedback)**
 254 **Do you like when the teacher give you suggestion or comment toward**
 255 **your work or performance? Why?**
 256 - Yes, because the teacher shows me which one is incorrect, whether the
 257 vocabulary or the grammar (students 1, 8).
 258 - Yes, because I know my fault so I can learn more serious. But I do not
 259 like when the teacher gives me bad feedback because it makes me lazy
 260 and does not make me understand (students 2, 4, 5, 7, 9, 10).
 261 - Yes, because I will not repeat the same fault (students 3, 6).
 262 **Question 27 (feedback)**
 263 **Do you think that it is important for the teacher to give feedback?**
 264 **Why?**
 265 - Yes, because I will not do the same fault (students 1, 2, 9).
 266 - Yes, because it makes me more enthusiasts to learn English (students 3,
 267 8).
 268 - Yes, because it can be a motivator for me to learn English better
 269 (students 4, 5, 6, 7, 10).
 270 **Question 28 (classroom environment)**
 271 **Do you feel comfortable with the classroom atmosphere? Why?**
 272 - Not really, sometimes it disturbs by concentration if the class is
 273 crowded (students 1, 2, 3, 4, 6, 7, 10).
 274 - Yes, basically I can learn in many kind of situation (student 9).
 275 - Not really. I do not focus when sitting in the back because sometimes
 276 we enjoy to have a chat rather than listening to the teacher explanation
 277 (students 5, 8).
 278 **Question 29 (classroom environment)**
 279 **Do you agree to speak English during the English course? Why?**
 280 - Yes, because I think it is important to force me to speak English
 281 actively (students 1, 3, 5, 9, 10).
 282 - Not 100 percent, because I am afraid if I do not understand. I think,
 283 mixing between Indonesian and English is better for me (students 2, 4,

284 6, 7, 8).

285 **Question 30**

286 **What makes you motivated in learning English?**

- 287 - My family, because we are accustomed to speak English at home.
288 Besides, music and film also make me enthusiast to learn English
289 because most of music that I listen is in English. So, it influences me to
290 know the meaning (student 1, 10).
291 - Watching movie. I like English movie and it forces me to know the
292 meaning (student 2, 5).
293 - My mother, because she is an English teacher, so she teaches me since I
294 was child and we usually speak English at home. Besides, I like
295 watching English movie which is sometimes without subtitle that make
296 curious to know the meaning (student 3).
297 - The teacher. It is because the teacher often asks me to speak English.
298 We frequently discuss, or sometimes when I need to clarify something, I
299 will ask the teacher (students 4, 6, 9).
300 - My family, because my father master English well and they ask me take
301 English course (student 7, 8).



Appendix 3: Transcript of Interview of SMKN 1 Batu Students

1 **Question 1**

2 **Why do you learn English?**

- 3 - Because English support me when I work at the hotel. Hotel
- 4 accommodation job requires me to master English. It is because there are
- 5 so many people from abroad come to the hotel (student 1).
- 6 - Because learning at hotel accommodation department require me to
- 7 master English (student 2).
- 8 - Because it can support my future career (student 3).
- 9 - Because I am a hotel accommodation student, so English is much
- 10 needed. Besides, I want to keep abreast of the globalization era which is
- 11 English is much needed (student 4).
- 12 - Because I want to go abroad and make a friend with foreign people so it
- 13 will help me to communicate with the people there if I can speak English
- 14 (student 5).
- 15 - Because English is one of the subjects that are learnt in the school and I
- 16 want to get a good grade in English subject (student 6).
- 17 - Because it helps to support my future career (student 7).
- 18 - Because I want to speak English with native speaker. So by learning
- 19 English I will understand their language. I want to join with native
- 20 speaker community and know the culture (student 8).
- 21 - Because I like English since I was child. It is very useful for my future
- 22 career as fashion designer to compete in international world (student 9).
- 23 - Because if I can speak English, I will be easy to speak with native
- 24 speaker. Besides, English is needed in the working life, so it will support
- 25 my future career (student 10).

26 **Question 2**

27 **Do you think that being proficiency in English can lead to be more**

28 **success in life? Why? (instrumental)**

- 29 - Yes. English is an international language, so proficiency in English is
- 30 important because I can get the good achievement in my life, for example
- 31 in my career (students 1, 3, 4, 5, 7, 8, 9, 10).
- 32 - I don't think so, because success does not come from proficient in
- 33 English but it is influenced by the effort. So, it depends on the people
- 34 themselves (students 2, 6).

35 **Question 3**

36 **Do you think that learning English will help you to be an open minded**

37 **and sociable person with native speakers? Why? (integrative)**

- 38 - Yes, because if we want to be sociable with native speakers, we have to
- 39 master the language so that we can communicate well with them. It is
- 40 impossible if we use Indonesian to communicate with native speaker,
- 41 because they do not understand (students 1, 4, 5, 7, 8, 9, 10).
- 42 - No, because being open minded and open minded is not influenced by
- 43 mastering the language. I think, it has close related with the personality
- 44 (students 2, 3, 6).

45 **Question 4**

46 **Do you think that learning English will make you knowledgeable and**
47 **skillful? Why? (instrumental)**

- 48 - Yes, because English is used in any field of study (students 1, 2, 4, 5).
- 49 - Yes, because English is difficult and not all the people master English. If
50 I learn English, I will be more knowledgeable than others (students 3, 6,
51 7, 9).
- 52 - Yes, because it will help me when I go to abroad. So I will not get
53 difficulty to speak with the people there if I can speak English (students
54 8, 10).

55 **Question 5**

56 **Do you think that learning English will enable you to understand and**
57 **appreciate English arts and literature? Why? (integrative)**

- 58 - Yes, because if I know the language, I will understand the meaning of the
59 arts and literatures. So that I can appreciate it for example by giving
60 comments or praise (students 1, 3, 4, 7, 10).
- 61 - Not really, because arts and literatures are complicated to be appraised
62 (students 2, 5, 6, 8, 9).

63 **Question 6**

64 **Do you think that mastering English will make other people amazed**
65 **you? Why? (instrumental)**

- 66 - Yes, because English is difficult and not all the people can speak
67 English. So, people will be very impressive to me if I can speak English
68 (student 1, 6, 7).
- 69 - Yes, because English is not used for everyday communication in my
70 country. So, the people who can speak English seem that they are smart
71 (students 2, 3, 5, 8, 9).
- 72 - I don't think so, because some people that master English do not have
73 any achievement in English itself (students 4, 10).

74 **Question 7**

75 **Do you think that mastering English will make you be accepted among**
76 **other cultural group? Why? (integrative)**

- 77 - Yes, because English is an international language, so it is a key to
78 communicate. Therefore, English ability is important for me to know
79 each other (students 1, 3, 4, 7, 8, 9).
- 80 - Yes, because they can understand my utterances if I speak using English
81 (students 2, 5, 6, 10).

82 **Question 8**

83 **Do you think that learning English will earn you a better job in the**
84 **future? Why? (instrumental)**

- 85 - Yes, because English is international language. Mastering English is one
86 of the requirements of professionalism in career (students 1, 2, 3).
- 87 - Yes, because it is very needed especially if I work at abroad (students 4,
88 6, 8, 9, 10).
- 89 - Yes, because mastering English can be a point plus from my boss
90 (students 5, 7).

- 91 **Question 9**
 92 **Do you think that learning English need you to learn the English culture**
 93 **and tradition? Why? (integrative)**
 94 - No, because I am not interested in English culture and tradition (students
 95 1, 2, 5, 6, 7, 8, 9).
 96 - Yes, because I want to know the lifelike way of native speakers.
 97 Therefore, I can be easier to adapt with the people (students 3, 4, 10).
- 98 **Questions related to internal factors:**
 99 **Question 10 (goals setting)**
 100 **Do you have an idea about the goal of learning English that wants to be**
 101 **achieved? What is that?**
 102 - Yes, I do. I want master English and speak English fluently (students 1,
 103 2, 4, 5, 7, 9, 8, 10).
 104 - Yes, I want my English writing ability is good (student 3).
 105 - Yes, I want to get good grade. I just learn English because it is one of
 106 school subject (student 6).
- 107 **Question 11 (goals setting)**
 108 **Why do you set that goal?**
 109 - Because it supports my future career (student 1, 5, 6, 7, 9).
 110 - Because I don't have enough background knowledge of English (student
 111 2).
 112 - Because my grade in writing test is not as good as speaking (student 3).
 113 - Because I want to be involved in the field in which English is used
 114 practically (student 4).
 115 - Because I want to make a friend and communicate with native speaker,
 116 so being able to speak English fluently will be support it (student 8, 10).
- 117 **Question 12 (expectancy)**
 118 **Do you believe that you will success in learning English? Why?**
 119 - Yes, because I leant English seriously (student 1, 6, 7, 10).
 120 - Yes, because by learning English I know the tenses (student 2).
 121 - Yes, because I am accustomed to learn English autonomously and speak
 122 English since I was child, so I believe that I will success in learning
 123 English (students 3, 4).
 124 - Yes, because now I can speak English even not fluently, so I will success
 125 if I learn seriously (students 5, 8, 9).
- 126 **Question 13 (expectancy)**
 127 **What do you expect from learning English?**
 128 - I hope I can speak English well to support my job (student 1, 8).
 129 - I want to be able to speak English (students 2, 5).
 130 - It supports my plans after graduate from the school. My plan A is taking
 131 course as flight stewardess or being crew at the pleasure boat. My plan B
 132 is taking college in international relation department (student 3).
 133 - It supports me in international world, because I want to be a crew at the
 134 pleasure boat (student 4).
 135 - I hope that it will help me to get a good grade in English (student 6).
 136 - I hope that I can master English well. Besides, I want be able to handle
 137 and understand the needs in the kitchen (student 7).

- 138 - By learning English, I hope that I know everything about English such as
 139 the culture. I also want to make a friend with people in English speaking
 140 country (student 9).
- 141 - I hope that it can support me to go international (student 10).
- 142 **Question 14 (anxiety)**
- 143 **Do you like to answer the teachers' question during the English course**
 144 **voluntarily? Why?**
- 145 - Yes. If I know the answer I will answer it (students 1, 3).
- 146 - Yes, because if my answer is wrong the teacher will show me the right
 147 answer (student 2).
- 148 - No, because I'm not brave enough. Sometimes I'm afraid of making
 149 mistake (students 4, 5, 6, 7, 8).
- 150 - Yes, I like being active in the class and I proud of myself when I can
 151 answer the question (student 9, 10).
- 152 **Question 15 (anxiety)**
- 153 **How do you feel when the teacher asks you to come in front of the class?**
- 154 - If I am sure with my answer, I will come in front of the class. But, if I'm
 155 not sure sometimes I reject it (student 1, 8).
- 156 - I am nervous, because I am afraid if I cannot answer (student 5, 7).
- 157 - I'm fine. I will come in front of the class. I am not afraid of making
 158 mistake, because the teacher will explain the right answers if I make a
 159 mistake (student 2, 3, 4, 6, 9, 10).
- 160 **Question 16 (self-confidence)**
- 161 **Are you confident when learning English?**
- 162 - Yes, because I always finish the task by myself (students 1, 2, 7, 8).
- 163 - Yes, because I always ask the teacher's advise and do my best in learning
 164 (student 3).
- 165 - Yes of course, because I am accustomed to speak English (student 4).
- 166 - Not really, because my knowledge is limited (students 5, 6).
- 167 - Yes, because English is my passion (students 9, 10).
- 168 **Question 17 (self-confidence)**
- 169 **How do you manage your confident in learning English?**
- 170 - I try my best, pay attention to the teacher's explanation, listen to the
 171 instruction, and I do the task by myself. So, I am confident because I do
 172 it by myself (student 1, 2, 3, 4, 5, 8, 10).
- 173 - I do not know. I just do something when I want to do it (student 6).
- 174 - I always learn English at home, so I have preparation when learning in
 175 the class (student 7).
- 176 - I always ask the teacher if I have difficulty or do not understand (student
 177 9).
- 178 **Question 18 (self-efficacy)**
- 179 **Are you sure of your ability in learning English? Why?**
- 180 - Yes, because my English improves ploddingly and I accustomed to listen
 181 music and watch movie and I understand the meaning (students 1, 8, 9).
- 182 - Yes, because I master English better than my friends. There are only two
 183 students who get score 100 among all the 10th grade-students in the mid
 184 term test and I am one of them (student 3).
- 185 - Yes, because I learn English autodidact since I was child, so English is

- 186 easy for me (student 4).
- 187 - Absolutely yes, because many people assume that my English is good,
188 such as my teacher. And my friends often ask my work when we have
189 homework (student 10).
- 190 - Not really, because I cannot speak English well and sometimes I don't
191 understand the teacher's explanation. I am also not active in the class
192 (students 2, 5, 7).
- 193 - Not really, because I learn English based on my mood. Sometimes I am
194 enthusiasts and sometimes I am lazy (student 6).
- 195 **Question 19 (self-efficacy)**
- 196 **Do you think that you have talent in English? Why?**
- 197 - Yes, I have. I like to listen the music and watching English movie. I am
198 able to understand the meaning of the song and the English subtitle
199 (students 1, 8, 9).
- 200 - Yes, because I am accustomed to speak English with my family and
201 friends and I understand when other people speak English with me
202 (student 3, 10).
- 203 - Yes, because my family recognizes my English ability autonomously and
204 always support me to learn English better (student 4).
- 205 - No, because my English is not good and I do not have any achievement
206 in English (students 2, 5, 6, 7).
- 207 **Questions related to external factors:**
- 208 **Question 20 (teacher)**
- 209 **Do you like your English teacher? Why?**
- 210 - Yes, because he is not so serious when teaching the class. So, I can enjoy
211 the learning (students 1, 2, 4, 5, 6, 8).
- 212 - Not really. Because the teacher mostly uses Indonesian and Javanese in
213 teaching the class and sometimes we found different opinion about
214 pronunciation with the teacher. But I like my teacher because he likes
215 joke and calmly when teaching English, so it is fun (student 3).
- 216 - Yes, because he is humorist, so I do not feel stress in the class. But
217 sometimes there are too much joking that makes the class crowded
218 (students 7, 8).
- 219 - Yes, because the way he teaches is relax. Sometimes he gives advice to
220 the students that we have to learn English because English is important
221 for our career in the future. It makes me more enthusiasts in learning
222 (student 10).
- 223 **Question 21 (teacher)**
- 224 **What are your criteria of ideal English teacher?**
- 225 - I like the teacher who likes joking because it does not make me stress
226 and the way of him teaching is easy to understand. I don't like the
227 teacher that is quiet in the class because it makes me not focus (students
228 1, 4, 5, 6, 10).
- 229 - A little bit strict, because it makes me focus in learning and it easier for
230 me to understand the material (student 2).
- 231 - English teacher should be calm when teaching and pay attention to the
232 students when the students ask something. The teacher also should be

233 able to communicate using English more rather than in Indonesian when
234 teaching the class (student 3, 8).

235 - I like the teacher that is serious because when the teacher is serious, so
236 the students are not crowded. I also like if the teacher give advice and
237 motivation in the class (student 7, 9).

238 **Question 22 (teacher)**

239 **Do you want to be taught by native speaker? Why?**

240 - Yes, because the way of they speak English is different with local
241 teacher. They speak English fluently, so I can learn from native speaker.
242 It also trains me to speak English fluently and improve my English
243 ability and I wan tot have experience talking with native speaker
244 (students 1, 2, 3, 6, 8, 9, 10).

245 - Yes, because I want to have new experience with native speaker
246 especially in listening. I want to know how the speak English (student 4).

247 - Yes I agree. But I am shy because I personally cannot speak English
248 (student 5).

249 - Yes, because I want to master English more and I think learning with
250 native speaker will give more input (student 7).

251 **Question 23 (materials and activities)**

252 **Do you like the materials and activities during the English course?**

253 **Why?**

254 - Sometimes I like the material when it is easy to understand such as to be,
255 or tenses, and sometimes I don't like it because it is hard for me
256 understand. The teacher just explains the material in the class (students 1,
257 7).

258 - Yes, because it is interesting. The material and the way of the teacher
259 teaching is interesting (student 2, 8, 10).

260 - Not really, because I have known the material that is taught in the class.
261 The teacher just explains the material and gives a task in which it is
262 boring doing the same thing everyday (student 3).

263 - No, because it is not so influential with my need and the activity is
264 boring (student 4).

265 - Not really, because the material is interesting but the activity sometimes
266 makes me boring (student 5, 9).

267 - Yes, because it has relationship with daily life (student 6).

268 **Question 24 (materials and activities)**

269 **What kinds of materials and activities do you want to do during the**
270 **English course?**

271 - The language about how to accept the guess, the vocabulary. The activity
272 is just following the teacher's instruction (student 1).

273 - Vocabulary and speaking because I need it to work as a front liner. I like
274 being explained by the teacher because it is easier for me to understand
275 the material. I also like to have discussion in group because it contributes
276 to give new insight for me (student 2, 9).

277 - Grammar, because I am not good in grammar. I just enjoy the activity
278 that is organized by the teacher but I prefer to do the task individually
279 rather than in group (student 3).

280 - Learning all language skill and I think having discussion is good (student

- 281 4).
- 282 - Learning much more vocabulary and the activity, I like being explained
- 283 by the teacher (student 5).
- 284 - Vocabulary. I like to have practice in the class (student 6).
- 285 - The material about tense, and vocabulary because I want to be able to
- 286 master much more vocabulary. It also supports my career later. Talking
- 287 about activity, I want to play a game while learning or story telling. I
- 288 think I also need memorizing since it can train me to have memorized
- 289 new vocabulary (student 7, 10).
- 290 - So far I like the material given by the students. For the activity, I like
- 291 reading a text and doing discussion (student 8).

292 **Question 25 (relevance)**

293 **Is the English lesson appropriate with your needs and goals? Why?**

- 294 - Yes, because it has relationship with my need in the future career, for
- 295 example I know how to write email in English, how to welcoming a
- 296 guest in the hotel (students 1, 2, 9, 10).
- 297 - Yes, because it supports my plans after I graduate from the school
- 298 (students 3, 6).
- 299 - Not really. It does not enough help me to attain my goal (student 4).
- 300 - Not all. Some materials are appropriate and some others are not, because
- 301 I do not find the relationship between some materials that are taught by
- 302 the teacher with the needs in the future career (student 5, 7, 8).

303 **Question 26 (feedback)**

304 **Do you like when the teacher give you suggestion or comment toward**

305 **your work or performance? Why?**

- 306 - Yes, because sometimes I make a fault then the teacher show me the
- 307 right answer (students 1, 2, 3, 5, 6,).
- 308 - Yes, when the teacher gives feedback toward my work, I always try more
- 309 and more to make my work perfect even when the teacher gives bad
- 310 feedback (student 7).
- 311 - Yes, because it gives me new knowledge and makes me smarter
- 312 (students 8, 9).
- 313 - Yes, because it makes me more enthusiasts in learning but when the
- 314 feedback is bad, I feel sad (student 10).

315 **Question 27 (feedback)**

316 **Do you think that it is important for the teacher to give feedback? Why?**

- 317 - Yes, because the feedback given the teacher makes me more enthusiasts
- 318 to learn English (students 1, 2, 3, 7, 9).
- 319 - Yes sure, because it increases my motivation and I know where my fault
- 320 is, and my weaknesses. So, I can handle and fix it and make me more
- 321 enthusiasts to learn English. But I don't like if the teacher gives feedback
- 322 by underestimate me because it makes me down and lazy (students 4, 5,
- 323 6, 8).
- 324 - Yes, feedback is important because when I found the same task or
- 325 question, I always remember the teacher's comment so do not do the
- 326 same error (student 10).

327 **Question 28 (classroom environment)**

328 **Do you feel comfortable with the classroom atmosphere? Why?**

- 329 - Yes, because I have adapted with the school environment. I like to stay in
 330 the back seat because it is more fun rather than in the front row (student
 331 1).
- 332 - Yes. I like to sit in the front row because it makes me focus to listen to
 333 the teacher's explanation (students 2, 5).
- 334 - Not really, because some students gossip about something and make the
 335 class crowded. It makes me not comfort and I cannot focus toward the
 336 learning (student 3).
- 337 - Not really, it influences my concentration because sometimes the class is
 338 crowded (students 4, 6, 7, 8, 9, 10).

339 **Question 39 (classroom environment)**

340 **Do you agree to speak English during the English course? Why?**

- 341 - No, because English is difficult for me so I don't understand (student 1).
- 342 - Yes, because it drills me to speak English fluently (students 2, 5, 6, 9,
 343 10).
- 344 - Yes, of course. For me, learning English should speak English more
 345 rather than Indonesian (students 3, 4).
- 346 - No, I will be very silent in the class because I do not understand. I prefer
 347 to use Indonesia when learning English (students 7, 8).

348 **Question 30**

349 **What makes you motivated in learning English?**

- 350 - **Music and film.** I like to watch movie and listen to the English song, in
 351 which it requires me to understand the meaning and grows up my interest
 352 about English. Therefore I am enthusiasts to learn English (students 1, 8,
 353 9).
- 354 - **The teacher.** If I like the way of the teacher teach the material, I will be
 355 enthusiastic. Besides, it influences me because if the teacher does not
 356 speak English in the class, I feel that it is not supposed to be (students 2,
 357 3, 6, 7).
- 358 - The biggest motivation comes from **my friends**, because they firstly
 359 introduce me to English by playing game and watching cartoon. They
 360 also ask me to speak English when we are getting together. We learn
 361 English together autonomously (student 4).
- 362 - **Home environment**, because I often meet foreign people near my house
 363 and I want to have a chat build a relation with them but I do not
 364 understand their language. So, it makes me enthusiastic to learn English
 365 (student 5).
- 366 - **My family**, because they give me support to learn English especially my
 367 sister. She helps me to learn English especially when I found difficulty.
 368 She also asks me to speak English at home (student 10).



PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
**SEKOLAH MENENGAH ATAS NEGERI 3
BATU**

Jl. Joko Bundu No. 1 Dsn. Segundu - Ds. Sumbergondo - Kec. Bumiaji
Telp./ Fax: 0341 5109023 Email : sma3batu@gmail.com

BATU

Kode Pos: 65335

SURAT KETERANGAN

Nomor : 421.4/105.a/101.6.10.28/2018

Yang bertanda tangan di bawah ini:

Nama : **ANTO DWI CAHYONO, S.Pd., MM.**
NIP. : 19671023 199001 1 001
Pangkat/ Gol : Pembina Tk. I/ IVb
Jabatan : Kepala SMAN 3 Batu

dengan ini menerangkan bahwa:

Nama : **DIYAH APRITA SASI**
Nomor Induk Mahasiswa : 201510560211021
Program Studi : Magister Pendidikan Bahasa Inggris
Jenjang : Strata Dua (S-2)
Universitas : Universitas Muhammadiyah Malang

Telah melaksanakan kegiatan penelitian penyelesaian tesis dengan judul **"MOTIVATION TOWARD ENGLISH LANGUAGE LEARNING OF SMAN 3 BATU AND SMKN 1 BATU STUDENTS"** yang dilaksanakan pada bulan November 2017 s.d Maret 2018.

Demikian Surat Keterangan ini hendaknya dipergunakan sebagaimana mestinya.

Batu, 9 Maret 2018

KEPALA SMAN 3 BATU



ANTO DWI CAHYONO, S.Pd., MM.

Pembina Tk. I

NIP. 19671023 199001 1 001



PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN

SEKOLAH MENENGAH KEJURUAN NEGERI 1 BATU

Jl. Bromo No. 11 Telp./ Fax. (0341) 596400 www.smkn1batu.sch.id | smkn1batu@yahoo.co.id,

KOTA BATU

Kode Pos 65314

CM.7.1.2-TU-SRT.02.05 I REVISI : 0

SURAT KETERANGAN

Nomor : 422.5/23/101.6.10.29/2018

Yang bertanda tangan dibawah :

Nama : **JOKO SANTOSO, S.Pd. MT**
NIP : 19690201 200312 1 005
Pangkat/Gol : Pembina , IV/a
Jabatan : Kepala Sekolah
Unit Kerja : SMK Negeri 1 Batu

Menerangkan dengan sebenar-benarnya bahwa :

Nama : **DIYAH APRITA SASI, S.S**
NIM : 201510560211021
Jenjang : Pasca Sarjana
Program Studi/Jurusan : Pend. Bahasa Inggris
Tema/Judul : *Motivation toward English Language Learning of
SMAN 3 Batu and SMKN 1 Batu Students*

Yang bersangkutan telah melaksanakan penelitian / pengumpulan data siswa di SMK Negeri 1 Batu pada tanggal 3 Oktober s.d 15 Desember 2017.

Demikian Surat Keterangan ini dibuat untuk dipergunakan dengan sebaik baiknya.

Batu, 6 Desember 2018
Kepala

JOKO SANTOSO, S.Pd. MT
Pembina
NIP. 19690201 200312 1 005